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ABSTRACT

The career education curriculum guide for grades seven and eight contains activities that can be integrated with existing curriculum. For each activity, career education objectives are cited together with goals, materials, procedures, anticipated results, and evaluation. Career education activities are presented in the following areas: art, English, general, guidance, home economics, industrial arts, mathematics, music, physical education, science, social studies, and special education. Appended are materials on the field trip, the West Woods Mall agreement, the employment bureau, the bank, the radio station, student government, and the store. (Author/NH)

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CAREER EDUCATION CURRICULUM GUIDE GRADES 7+8

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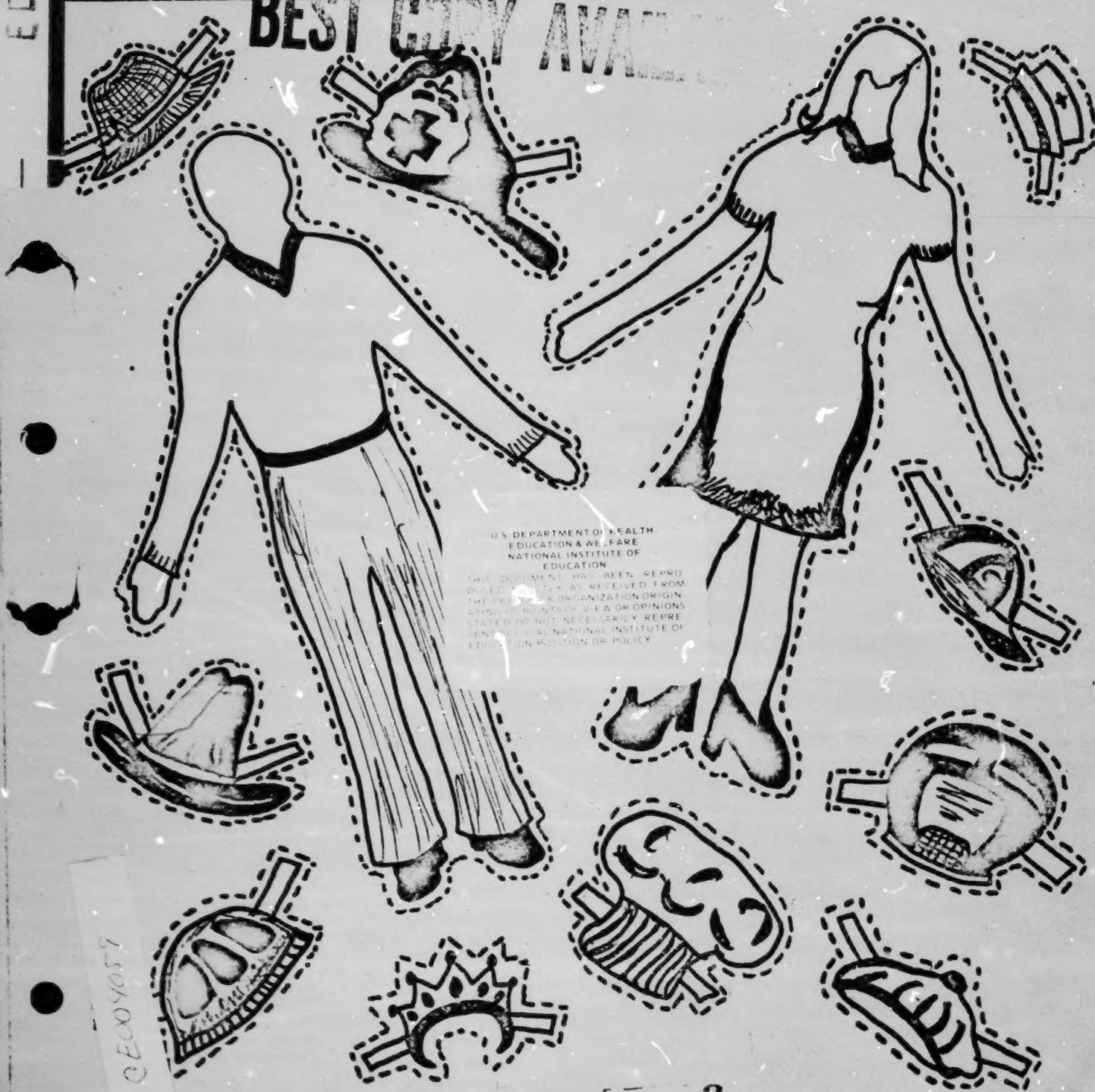

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Provisional Curriculum Guide

Project No. V361170

Grant No. OEG-0-73-5301

Penetrating School Strata Through Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Robert J. Edmondson
Director, Career Education Program
Bristol Board of Education
985 Farmington Avenue
Bristol, Connecticut 06010

January, 1975

COMPLIMENTS OF
ROBERT J. EDMONDSON
CAREER EDUCATION

Provisional Curriculum Guide

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FOREWARD

Our classroom teachers in Bristol have met the implementation of the Career Education Program with enthusiastic response. This curriculum guide is the result of the combined efforts of so many in such a short time. I hope that the activities contained within this guide will encourage a great many more teachers to rise to the call of such an important concept in education today.

It will be through the efforts and cooperation of all involved that we will be able to provide our students with the necessary information they will need to meet the challenges of the world of work.

To the many teachers and Career Education staff who have given of their time, I express my appreciation for a job well done.

Dr. William F. Rowe

Dr. William F. Rowe
Superintendent of Schools

INTRODUCTION

All education is career education - or it should be! The activities contained within this guide are representative of the preceding sentence. We are not adding another subject to the existing curriculum, rather incorporating a theme to the subjects already present. You as a classroom teacher might say that you have been doing a lot of what is contained in this guide already. What we would like to have you take a look at are the activities that you haven't been using. As you become more familiar with the concept of career education, you'll find numerous ways to incorporate career education into your daily lessons.

Unlike many other programs that have the compiling of a curriculum guide as one of their first objectives, the Bristol Career Education Program did not produce the guide first, but rather we collected the activities that have been developed over the past year by the classroom teachers in Bristol. The activities that are contained in this guide have been used at least once and in several instances, they have been used a number of times.

Our purpose in publishing this provisional curriculum guide is two-fold. First, we would like to place the activities that have been developed into the hands of as many other teachers as possible. Unless we share our ideas and thoughts, we do not benefit the greatest number of students. Secondly, we hope that the material contained within this publication can be improved upon, added to, and the source of inspiration for new and better career education classroom activities.

Whatever career education activity you may want to personally become involved with, the Career Education staff and material resources are available to help make the experience a meaningful one for your students. We fully recognize that it is <u>you</u> - the classroom teacher - who influences the greatest number of students.

We, the members of the Bristol Career Education Department, would like to thank all the administrators, teachers, and students who have helped make the publication of this curriculum guide a reality. We would like to thank our secretarial staff for the time and effort that they have themselves put into the production of this guide. Mrs. Carol Jackowitz receives credit for the art work on the cover of our guide. And I would personally like to thank the members of the Career Education staff for a job well done over and beyond the call of duty. Their dedication and commitment to the concept of career education has been the inspiration to all those involved in this undertaking.

We have purposefully constructed the career education curriculum guide so that additional pages may be added. We hope that during the course of the next year we may be able to periodically add supplements which will help the students of Bristol grow in an awareness of themselves and an awareness of the world of work.

Robert J. Edmondson

Robert J. Edmondson, Director
Career Education
January, 1975

RJE/dlr

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What is a Career Education Activity?

A Career Education Activity consists of the following six parts and can fit into any subject.

Goal- What it is you want to do in Career Education?

Career Education Objectives- The specific tasks involved in achieving the goal.

Materials- What you need to fulfill the objectives

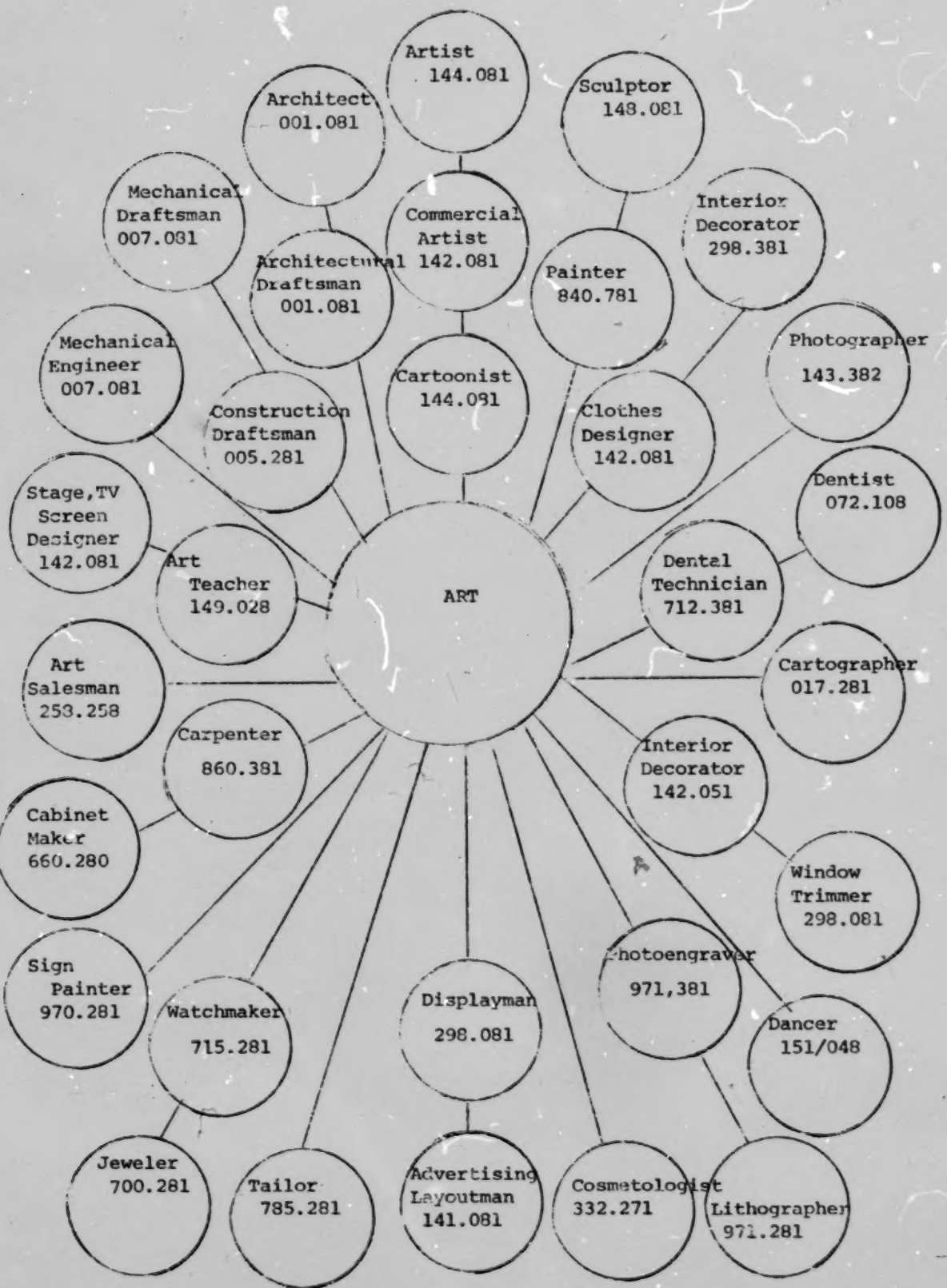
Procedure- How you intend to accomplish your objectives

Results- How the students' behavior has changed as a result of your activity

Evaluation- Any device that allows for an expression, by the students, which will show that their behavior has changed.

Career Education Objectives for Grades 7 and 8

1. There are many career possibilities for every person.
2. Every job, done well, is worthwhile and contributes to society.
3. Every individual can have a useful and satisfying career.
4. Different careers require different abilities, attitudes, interests.
5. Every person is an individual. He has different abilities, likes, dislikes, interests, needs, and values.
6. A person's career choice develops over a long period of time.
7. A person may choose a career for many reasons.
8. Any person is capable of performing well in more than one career.
9. Careers may be grouped in "clusters" which require similar abilities, and provide similar rewards.
10. All careers require some special learning and preparation.
11. The choice of a career will involve some conflict and compromise between values and needs.
12. Work experience in some form facilitates career decision making.
13. People change, and sometimes change careers.
14. Changes and conditions in the world affect the job market.
15. People must be prepared to accept the changes in the job market and be able to modify or change their career.
16. Occupations are inter-related in many cases, making them equally important.
17. A person's inter-relationship with employer, his fellow workers, and society affect his career.
18. A worker must have a knowledge and understanding of his job, employer's rules, regulations, policies, and procedures.


ART
Artist 144.081
Architect 001.081
Sculptor 148.081
Mechanical Draftsman 007.081
Commercial Artist 142.081
Interior Decorator 298.381
Architectural Draftsman 001.081
Painter 840.781
Mechanical Engineer 007.081
Cartoonist 144.081
Photographer 143.382
Construction Draftsman 005.281
Clothes Designer 142.081
Stage, TV Screen Designer 142.081
Dentist 072.108
Art Teacher 149.028
Dental Technician 712.381
Art Salesman 253.258
Cartographer 017.281
Carpenter 860.381
Interior Decorator 142.051
Cabinet Maker 660.280
Window Trimmer 298.081
Sign Painter 970.281
Photoengraver 971,381
Watchmaker 715.281
Displayman 298.081
Dancer 151/048
Jeweler 700.281
Tailor 785.281
Advertising Layoutman 141.081
Cosmetologist 332.271
Lithographer 971.281

Introduced by: Angelo Llopis
Subject: Art
Grade: 7

GOAL: Careers may be grouped in "Clusters" which require similar abilities, and provide similar rewards.

CAREER EDUCATION OBJECTIVES:
Make students aware of the fifteen Career Clusters and show examples of careers in each cluster.

MATERIALS: Construction paper
scissors
glue
magazines
pictures of each of the clusters

PROCEDURE:
1. Students are divided into fifteen groups
2. Each group must construct a poster to show one of the clusters
3. Students search out examples of jobs that fit into their cluster, and glue them on the poster.

RESULTS: Students have an awareness and knowledge of the fifteen Career Clusters and some of the careers in each cluster.

EVALUATION: Posters are used as a bulletin board or displayed around the school.

Introduced by: Phyllis Machell
Subject: Art
Grade: 8

GOAL: To have students experience the inter-relationship of the fine arts and humanities cluster with the marketing and distribution cluster.
To have students experience an inter-relationship with their peers.
To have students design and implement the manufacture note paper.
To have students package, sell, and distribute note paper.
To have students experience a simplified method of bookkeeping

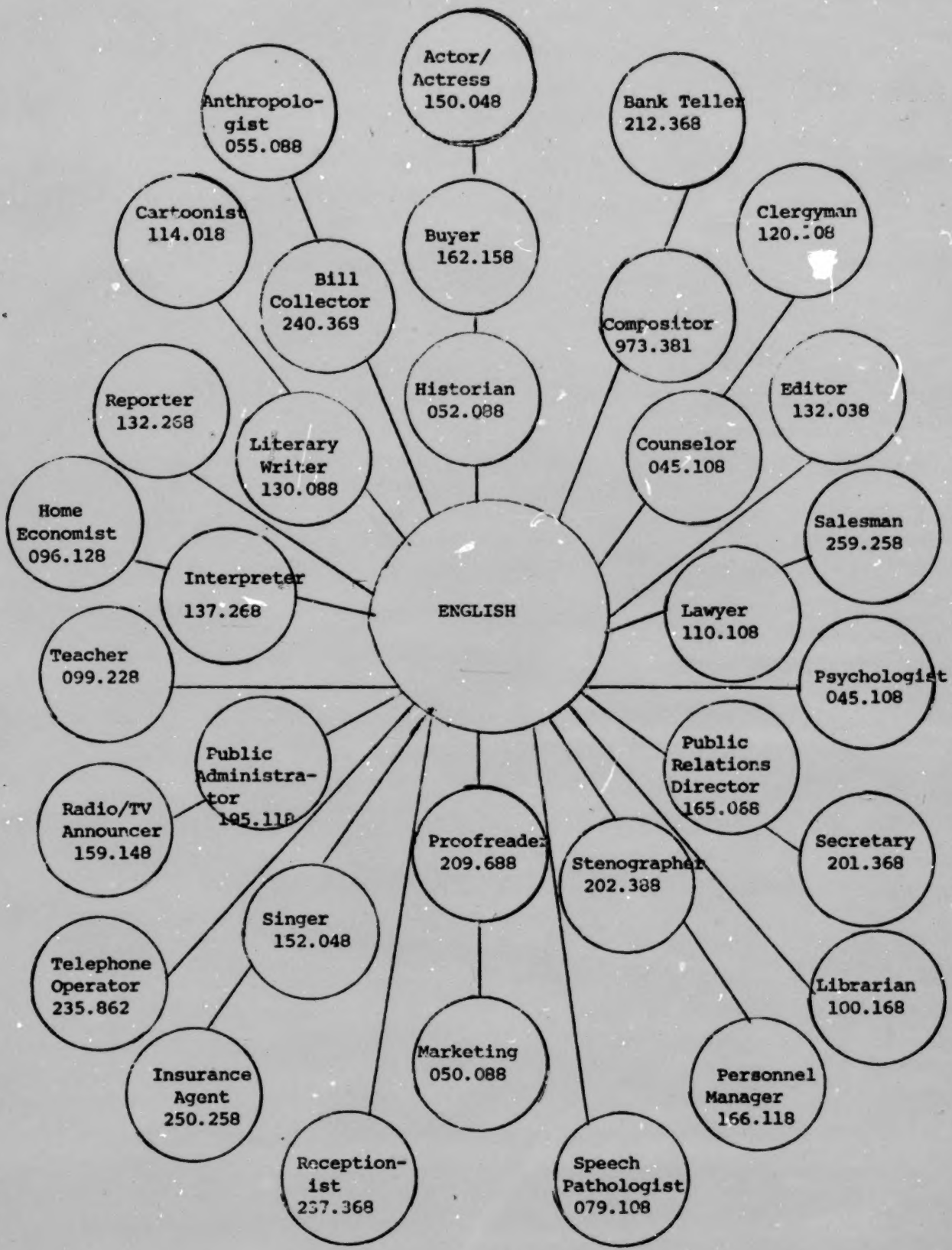
CAREER EDUCATION OBJECTIVES:
1. Every job, done well, is worthwhile and contributes to society.
2. All careers require some special learning and preparation.
3. Work experience in some form facilitates career decision making.
4. A person's inter-relationship with employer, his fellow workers, and society affect his career.

MATERIALS: Silk Screen Kit
Paint
Paper
Ledger Book
Seals

PROCEDURE:
1. An invited artist will come and speak to the students
2. A competition for best design will take place
3. Students will construct and operate silk screen
4. Students will see to the marketing and distribution of the goods.
5. A simplified method of bookkeeping will be carried on by the students.
6. Student workers will be selected through job application and job interview.

RESULTS: This program will contribute to the preparation of a career by exposing the students to the careers available within the fine arts and marketing clusters.

EVALUATION: The effectiveness of the program will be evaluated by observing and discussing with the student how well their jobs were executed.


ENGLISH
Actor/ Actress 150.048
Anthropologist 055.088
Bank Teller 212.368
Cartoonist 114.018
Buyer 162.158
Clergyman 120.108
Bill Collector 240.368
Compositor 973.381
Historian 052.088
Reporter 132.268
Editor 132.038
Literary Writer 130.088
Counselor 045.108
Home Economist 096.128
Salesman 259.258
Interpreter 137.268
Lawyer 110.108
Teacher 099.228
Psychologist 045.108
Public Administrator 195.118
Public Relations Director 165.068
Radio/TV Announcer 159.148
Proofreader 209.688
Stenographer 202.388
Secretary 201.368
Singer 152.048
Telephone Operator 235.862
Librarian 100.168
Marketing 050.088
Insurance Agent 250.258
Personnel Manager 166.118
Receptionist 237.368
Speech Pathologist 079.108

Introduced by: Angelo Llopis
Subject: English
Grade: 7

GOAL: 1. Have students write letters to employers to ask for those things an employer looks for in a prospective employee.

CAREER EDUCATION OBJECTIVES:

1. Work experience in some form facilitates career decision making.
2. A worker must have a knowledge and understanding of his job, employer's rules, regulations, policies, and procedures.

MATERIALS:

1. Yellow Pages
2. Typewriter
3. Stationary
4. Stamps

PROCEDURE: Have students choose a business they are interested in.

Get addresses from yellow pages.

Compose and type letter to employer.

RESULTS: Students will have some knowledge of characteristics necessary for the job he is interested in.

EVALUATION: Student will list those values the employer has made him aware of.

Introduced by: Angelo Llopis
Subject: English
Grade: 7

GOAL: Expose students to a wide range of occupations and their descriptions.

CAREER EDUCATION OBJECTIVES:

1. Many kinds of careers
2. Careers required different knowledge, abilities, attitudes
3. People pursue careers for many reasons
4. Every career requires special preparation

MATERIALS: Readings about occupations (DOT, pamphlets, etc.)

PROCEDURE:

1. Two teams are chosen.
2. Each student chooses a career and researches it.
3. Each team sends a representative to stump the other team.
4. 20 questions are allowed.
5. Answer must be one word (yes, no, etc.)
6. One point given if career is guessed in less than 20 questions.

RESULTS: Students will know about a variety of jobs and each will be especially familiar with one job.

EVALUATION: Written report to the teacher about the career chosen to stump the panel from each student.

Introduced by: Shirley Violette
Subject: English
Grade: 7

GOAL: To explore the work of those people needed in producing a newspaper, and to understand the use of this media of communications.
To show the newspaper is a means of communicating many things to people.
English skills are important for the full use of a newspaper.

CAREER EDUCATION OBJECTIVES:

1. Different careers require different abilities, attitudes, interests.
2. Occupations are inter-related in many cases, making them equally important.

MATERIALS: Newspapers
Journalist (speaker)
Bus

PROCEDURE: Discuss the different things that go into a newspaper (news, advertisements, adds, etc).
Journalist comes to class to discuss her job and tell how she fits into the total production. A trip to the Bristol Press to show students all the other jobs that go into making a daily newspaper.

RESULTS: Students will have a better understanding of the make up and construction of a newspaper, and of all of the different careers in this communications field.

EVALUATION: Students will assign themselves to different jobs and produce a school newspaper.

Introduced by: Kathleen Healy and Linda Braun
Subject: English
Grade: 8

GOAL: 1. To portray the poet as a man with a career
2. To express values through poetry
3. To improve the ability of the students to write poetry

CAREER EDUCATION OBJECTIVES:
1. Every individual can have a useful and satisfying career
2. Careers may be grouped in "clusters" which require similar abilities, and provide similar rewards.

MATERIALS: 1. The poet himself, Mr. Leonard Nolpin
2. His poetry
3. The students' poetry

PROCEDURE: 1. The poet discussed his own poetry.
2. He then gave the students ideas which to use in writing their own poetry
3. The students write a total of three poems.
4. The poet evaluated and discussed the students' work.
5. The teacher also evaluated the students' work.

RESULTS: 1. Heightened students' awareness of the career of writing.
2. Alerted students to their own and others values and therefore, to an understanding and tolerance of people.
3. Helped the students realize that an elderly person can be a resource of ideas and experiences which are still relevant to youth

EVALUATION: 1. Poetry of the students
2. Class discussion about poetry as a career and the poet as a man

Introduced by: Angelo Ilopis
Subject: English
Grade: 8

GOAL: To make students aware of the process of reading job descriptions, filling out an application form, and taking an interview.

CAREER EDUCATION OBJECTIVES:

1. Every job has certain inherent requirements and responsibilities.
2. An application form is a means of getting information about a possible employee.
3. An interview is another means of getting information, and a means for you to "sell" yourself to an employer.

MATERIALS:

1. Mr. John Fasolo (Associated Spring)
2. Paper, typewriter, ditto machine

PROCEDURE:

1. Mr. Fasolo speaks to students about job descriptions
   a. examples
   b. list jobs available in the school
   c. design form for job description
   d. divide into groups and assign each group some of the jobs to describe with the help of the teachers that need these workers
2. Students interview faculty and describe a variety of school jobs
3. Mr. Fasolo talks to students about applications
   a. examples
   b. list those things important to know about employees
   c. make out format for application form
4. Students design application forms that will serve the schools purpose
5. Mr. Fasolo explains the interview process
   a. what questions are asked during an interview
   b. what employers look for in an interview
   c. role play with Mr. Fasolo and several students
6. Students develop a list of directions for conducting an interview

RESULTS: Students have a good understanding of the employment process. School has a good tool for getting students for the year.

EVALUATION: Complete program of A) job description, B) application form, and C) interview directions completed

Introduced by: Angelo Ilopis
Subject: English
Grade: 8

GOAL: To show students that a newspaper is a method for communicating, and that a newspaper tells about many careers.

CAREER EDUCATION OBJECTIVES:

1. There are many career possibilities for every person
2. Careers may be grouped in "clusters" which require similar abilities and provide similar rewards
3. Changes and conditions in the world affect the job market

MATERIALS: Newspapers

PROCEDURE:

1. Each student has one newspaper
2. Take one sheet of newspaper and have students pick a story on that page
3. Have the students read the story they have picked to themselves and make a list of as many jobs as they can that are mentioned in some way in that story
4. Students then in turn, report the story to the class and put their list on the board
5. The class compiles one master list into fifteen Career Clusters

RESULTS: Students will have a better understanding of the newspaper as a vehicle for transmitting information, and an awareness of many more careers and how they fit into clusters

EVALUATION: Students pick one career from the list and make a short report on it mentioning title, works with people, ideas or things, education necessary, earnings, and supply and demand for this job.

At Public Hearing

DEP Voices 'Serious Concerns' Over Racetrack Sewage

WOLCOTT, Conn. (AP) — The state Department of Environmental Protection has "very serious concerns" about the ability of the Waterbury-Wolcott sewage system to handle sewage from a proposed race track in Wolcott, a DEP official said thursday.

Robert Smith, senior sanitary engineer with the department, expressed the reservation at the DEP's opening hearing on three environmental permits for the track.

Old Rock Road Corp. of Bridgeport has received a license from the state Commission on Special Revenue to build Connecticut Park in this community on Waterbury's northeast border. But the corporation must receive at least the three DEP permits before construction can begin.

The permits would allow the track to discharge sewage into the Waterbury-Wolcott system, to be built partly in an inland wetland area and to discharge surface water runoff from the track's parking lot and roads into Eastern Stream.

Another group has proposed the Saw Mill Brook race course in Middletown but state Special Revenue Commissioner John Macdonald has said he feels only one horse race track will be established in Connecticut.

State Rep.-elect William Moriarty, D-Wolcott, a supporter of the Wolcott proposal, told the hearing, "This thing is dragging on and on." He said he was "amazed at Old Rock's patience" in spending time and money to prepare plans.

Bristol City Councilman Alec Kaminsky said "before we give them (track developers) water from Bristol they've got a real fight on their hands." Bristol is on the northeast border of Wolcott and has been considered a possible source of water for the track.

The hearing was held before Robert Taylor, DEP's director of water compliance and hazardous substances.

The department is expected to hold more hearings on the permits this month in Hartford.

Leasing Troubles Plan Is Offered By Auditor

HARTFORD (AP) — A state auditor has suggested reviving a five-year old plan for a state office complex to help end state leasing troubles.

State Auditor Leo V. Donohue said a panel proposed consolidating state agency operations in a complex near the state Capitol in 1969 but that proposal was abandoned by the administration of Gov. Thomas J. Meskill.

The complex was estimated to cost $30.9 million at 1969 prices, he said.

Plus More Stringent

Donohue also suggested a sweeping evaluation of the state Public Works Department plus more stringent oversight of the state's land acquisition activities.

The legislature's leasing committee has just completed its probe of state leasing practices. It found examples of political cronyism and allegedly exorbitant rents in a number of state leases.

The leasing committee members have discussed several proposals to improve state leasing procedures, including centralization of the state's land acquisition program and increased legislative accountability.

Donohue is the Democratic state auditor. He said the next legislature should reassess the five-year-old plan for a "Capitol Center" office complex.

Longo Appoints Registrar Office Study Committee

Mayor Frank J. Longo recently implemented action taken at the December 3 City Council meeting by appointing a Registrars' Office Study Committee.

Serving on the committee are Councilman Michael Boguslawski, chairman; Republican Town Chairperson Beryl P. Josephson, secretary; Councilmen Alec Kaminsky, Patrick McFadden and Joseph Mike: Democratic Town Chairman John Duffy; and Republican Town Committee member Frank Johnson.

The purpose of this committee will be to study the present operations of the Registrars' office, to learn of alternative methods of operations and if deemed necessary, to make recommendations to the City Council to implement and fund any possible proposed changes.

Introduced by: Harry Southey
Subject: English
Grade: 8

GOAL: To make students aware of the Public Library as a resource center for Career information.

CAREER EDUCATION OBJECTIVES: 1. To show that career information is essential in making a wise career choice.
2. Career information can be gotten a number of ways.
3. D.O.T., O.O.H., and periodicals are some of the ways of learning about careers.
4. These books are in the Public Library and can be used by students.
5. A person's career choice develops over a long period of time.
6. A person may choose a career for many reasons.
7. Careers may be grouped in "clusters" which require similar abilities, and provide similar rewards.
8. All careers require some special learning and preparation.
9. People change and sometimes change careers.
10. Changes and conditions in the world affect the job market.
11. People must be prepared to accept the changes in the job market and be able to modify or change their career.

MATERIALS: D.O.T., O.O.H., periodicals, clusters, bus.

PROCEDURE:
1. Show and explain cluster concepts to students.
2. Expose one career through several methods (slides, tapes, speaker, D.O.T., etc.)
3. Show those materials a student will find in the library, and what information it contains.
4. Visit library, librarian talks about her job, how she can help in career information-gathering, placement of career information materials, use of these materials.

RESULTS: Students will be able to research information about careers of their personal interest through the use of materials offered in the Public Library.

EVALUATION: Students will list five resources the library has for career information.

Introduced by: Kathleen Philion
Subject: English
Grades: 7 & 8

GOAL: Have students use the skill of letter writing to gather information about certain careers.

CAREER EDUCATION OBJECTIVES:
There are many career possibilities for every person.
Every individual can have a useful and satisfying career.

MATERIALS: 25 stamps
25 short envelopes
Encyclopedia of Careers

PROCEDURE:
1. Students choose a career they may be interested in researching.
2. Students write letters asking for various materials available regarding this career.

RESULTS: Students use skill of letter writing, and receive answers to their letters. They see a need for the skill of letter writing taught in English class. They are made aware of careers that interest them.

EVALUATION: Successful writing of one letter.

Introduced by: Michael Lorin
Subject: English
Grades: 7 & 8

GOAL: To provide a basic appreciation of the communication industry in general and the radio industry in particular, and an awareness of job opportunities in this field.

CAREER EDUCATION OBJECTIVES:

1. Radio broadcasting is an end product of many people
2. Many jobs are required to produce a program
3. People with different abilities and interests are needed for these jobs.

MATERIALS:

1. 3 speakers
2. Cassette tape recorders (3)
3. 3 Cassette tapes
4. Brochures provided by Connecticut School of Broadcasting.

PROCEDURE:

1. Speakers presented relevant material, followed by question and answer period
2. Class divided into six groups, each group created their own radio presentation
3. After last speaker each group presented their program as a summary project.

RESULTS: Children have a fuller understanding of radio as an essential portion of the communications industry and career opportunities in radio broadcasting

EVALUATION:

GENERAL

Introduced by: Jeannine Provenzano
George Simpson

Subject: All
Grades: 7 & 8

GOAL: To relate student interests to future careers through a series of mini-courses.

CAREER EDUCATION OBJECTIVES:

1. There are many career possibilities for every person.
2. All careers require some special learning and preparation.
3. Work experience in some form facilitates career decision making.

MATERIALS: Varied materials depending on the mini-courses offered

PROCEDURE:

1. Teachers decide on mini-course they like to offer.
2. Students pick a mini-course that interests them.
3. Mini-courses taught in a group session program.
4. Teachers relate course work to future careers through speakers, movies, field trips, etc.

RESULTS: Students were better informed about careers that dealt with their present interests. Teachers were motivated to teach other things besides their regular subject. Student interests were very high.

EVALUATION: Student questionaire at completion of program.

Introduced by: John Denehy
Subject: Aviation Club
Grades: 7 & 8

GOAL: To make students aware of cluster of jobs in the military and air transportation field.

CAREER EDUCATION OBJECTIVES:

1. There are many career possibilities for every person.
2. Different careers require different abilities, attitudes, interests.
3. Careers may be grouped in "clusters" which require similar abilities, and provide similar rewards

MATERIALS:

1. Films
2. Information given through airplane modeling club
3. Bus

PROCEDURE:

1. Give information through informal lecture during meeting of model building club.
2. Show films dealing with airplanes.
3. Visit Air National Guard and airport.

RESULTS:

1. Students will get first hand information and reactions from workers.
2. Students will have a better understanding about running of airport and Air Force.
3. Students will be aware of more jobs related to this cluster.

EVALUATION:

1. Students will be asked to list as many airport related jobs as they can before the field trip.
2. They will be asked to list 5 new jobs they had not thought of after the field trip.

GUIDANCE

Introduced by: Angelo Ilopis
Subject: Guidance
Grades: 7 & 8

GOAL: Show that individuals values change during one's lifetime and career choice is based on part on these values.

CAREER EDUCATION OBJECTIVES:

1. People's values may be different at any point in time.
2. A person's likes, needs, interests change throughout his lifetime.
3. A person's career choice develops over a long period of time.
4. A person's values will influence his career choice.
5. People change and sometimes change careers.

MATERIALS: Yarn, tape, magazines, scissors.

PROCEDURE:

1. Stretch a length of yarn or rope along a wall(s).
2. Divide it into 5 year sections.
3. Students cut out pictures of values and tape them to the rope along the time continuum.
4. Discuss the significance of each.

RESULTS: Students will have a better understanding of the change that takes place in people as they grow and mature, and the effects this change has in their environment.

EVALUATION: Have students make a script and slide show or movie of life line.

Introduced by: Angelo Ilopis
Subject: Guidance
Grades: 7 & 8

GOAL: To make students aware of people in their family and the variety of jobs they hold.
To show that interviews are a method of finding information.
To show that people in your family have information about many jobs.
To show that this information can be used by you or someone else in the process of choosing a career.

CAREER EDUCATION OBJECTIVES:

1. Different careers require different abilities, attitudes, interests.
2. Every person is an individual. He has different abilities, likes, dislikes, interests, needs, and values.
3. A person may choose a career for many reasons.

MATERIALS: Class prepared questionaire to be used for the interview.
Optional-Tape recorder, camera.

PROCEDURE:

1. Class prepares interview sheet.
2. Students pick one member of his family that has a job and interviews him. (Tape recorder may be used if the interview is held at the place of work.)
3. Student reports the interview to the class, showing the slides and playing the tape.

RESULTS: The students will have first hand information on several careers as reported by the whole class.

EVALUATION: Make a career file from the interviews.

1. What is the name of your occupation?
2. Is it called anything else?
3. How long have you worked in this field?
4. How long have you worked for this company?
5. About how many people work in this field?
6. Are these jobs in expanding career areas?
7. Is this job regional in any way?
8. Has it changed in your experience?
9. Do you see a change coming?
10. What exactly do you do all day?
11. Do you use tools and equipment?
12. Do you have to cooperate with others?
13. What is unusual about your occupation?
14. Is it dangerous?
15. Would you call it challenging? Why?
16. Would you call it satisfying? Why?
17. Would you mind saying about how much people in your occupation earn?
18. What are the special qualifications for getting a job in your field?
19. How much education or training does a beginner need?
20. Does he have to have a license of any kind?
21. Does he have to have capital?
22. How does he go about getting this kind of job?
23. How did you get yours?
24. Was this your first choice of a career?
25. Did you have trouble choosing? Why?
26. What are the advancement opportunities?
27. Who are the local employers who need your skill?
28. Are there related occupations in which many of the same skills are required?
29. What are some of the other good and bad points about this career? (hours, fringe benefits, working conditions, etc.)
30. Does it affect your personal life?

Introduced by: Angelo Llopis
Subject: Guidance
Grades: 7 & 8

GOAL: Comprehensive guidance program for students self awareness and career exploration.

CAREER EDUCATION OBJECTIVES:

1. There are many career possibilities for every person.
2. Different careers require different abilities, attitudes, interests.
3. Every person is an individual. He has different abilities, likes, dislikes, interests, needs, and values.
4. A person's career choice develops over a long period of time.
5. A person may choose a career for many reasons.
6. The choice of a career will involve some conflict and compromise between values and needs,

MATERIALS: Deciding (College Entrance Exam Board)
Movies about careers
Speakers with different careers

PROCEDURE:

1. Values clarification groups begin
2. During this time movies are shown during the week
3. Speakers come in periodically

RESULTS: Students were more aware of their own values, and that others may have values that may be different but just as important. Students were more aware of different careers available to them.

EVALUATION: Student questionaire

Introduced by: Shirley Violette
Subject: Guidance
Grades: 7 & 8

GOAL: To make students aware of the activities, background, preparation, which are involved in police work.

CAREER EDUCATION OBJECTIVES:

1. Different careers require different abilities, attitudes, interests.
2. Every person is an individual. He has different abilities, likes, dislikes, interests, needs, and values.
3. All careers require some special learning and preparation.
4. A worker must have a knowledge and understanding of his job, employer's rules, regulations, policies, and procedures.

MATERIALS: Speaker
Career Education film strip and tape
Magazine articles

PROCEDURE:

1. Class discussion about police work
2. See and listen to tapes and film strip about this type of work
3. Speaker (policeman, policewoman)

RESULTS: Discussions carried on showed that a greater awareness of the jobs of policemen was achieved, and that a new respect for the type of work and service they offer was gained.

EVALUATION: Class discussion after the speaker's presentation.

Introduced by: Jeannine Provenzano
Subject: Guidance
Grade: 8

GOAL: To visit E. C. Goodwin Technical School for the purpose of seeing the school in progress and the programs offered there.

CAREER EDUCATION OBJECTIVES:

1. There are many career possibilities for every person.
2. Different careers require different abilities, attitudes, interests.
3. All careers require some special learning and preparation.

MATERIALS: Ditto form for retrieving information
Heavy oak tag
Bus

PROCEDURE:

1. Students interested in visiting the school sign up
2. Students are given an introduction to the school
3. Tour of the school
4. Students write a report about the school
5. If still interested, students fill out applications

RESULTS: Students will have a better understanding of what a technical school has to offer, and what will be expected of the student if he decides to attend.

EVALUATION: The reports the students are required to write will be used as an evaluation of the trip.

BRISTOL CAREER EDUCATION DEPARTMENT

FOR: All 8th grade students

RE: Field trip to E. C. Goodwin Vocational-Technical School

Plans are being made to visit Goodwin Tech in the near future. If you are interested in attending this school next year, and would like to spend a morning touring it, please print your name below.

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

CAREER EDUCATION DEPARTMENT

Dear Parent:

Your child has expressed an interest in participating in a field trip to visit E. C. Goodwin Technical School in New Britain on _____ from _____ to _____. The purpose of this trip is to familiarize the students with the school's facilities, operation, and programs.

The Career Education Department will fund the program except for a 20¢ charge to cover student insurance. The students will be required to gather certain information during the tour. We hope you can use this information in any later discussion with your child about his future plans.

Please fill in the consent form below and have your child return it to his teacher. If you have any questions, please call me at 584-0971, ext. 284.

Angelo Llopis
Career Education Specialist for 7th and 8th grade

I give my permission to have _____

attend a field trip to E. C. Goodwin Technical School on _____.

_____

Parent's Signature

We have a few seats reserved for parents interested in touring the school. If you would like to attend the tour, please check below.

☐ Yes, I can attend the field trip.
Phone number_____

SHOP	Tools Required	Uniforms	What jobs can I get with this trade?

Extra Curricular Activities-

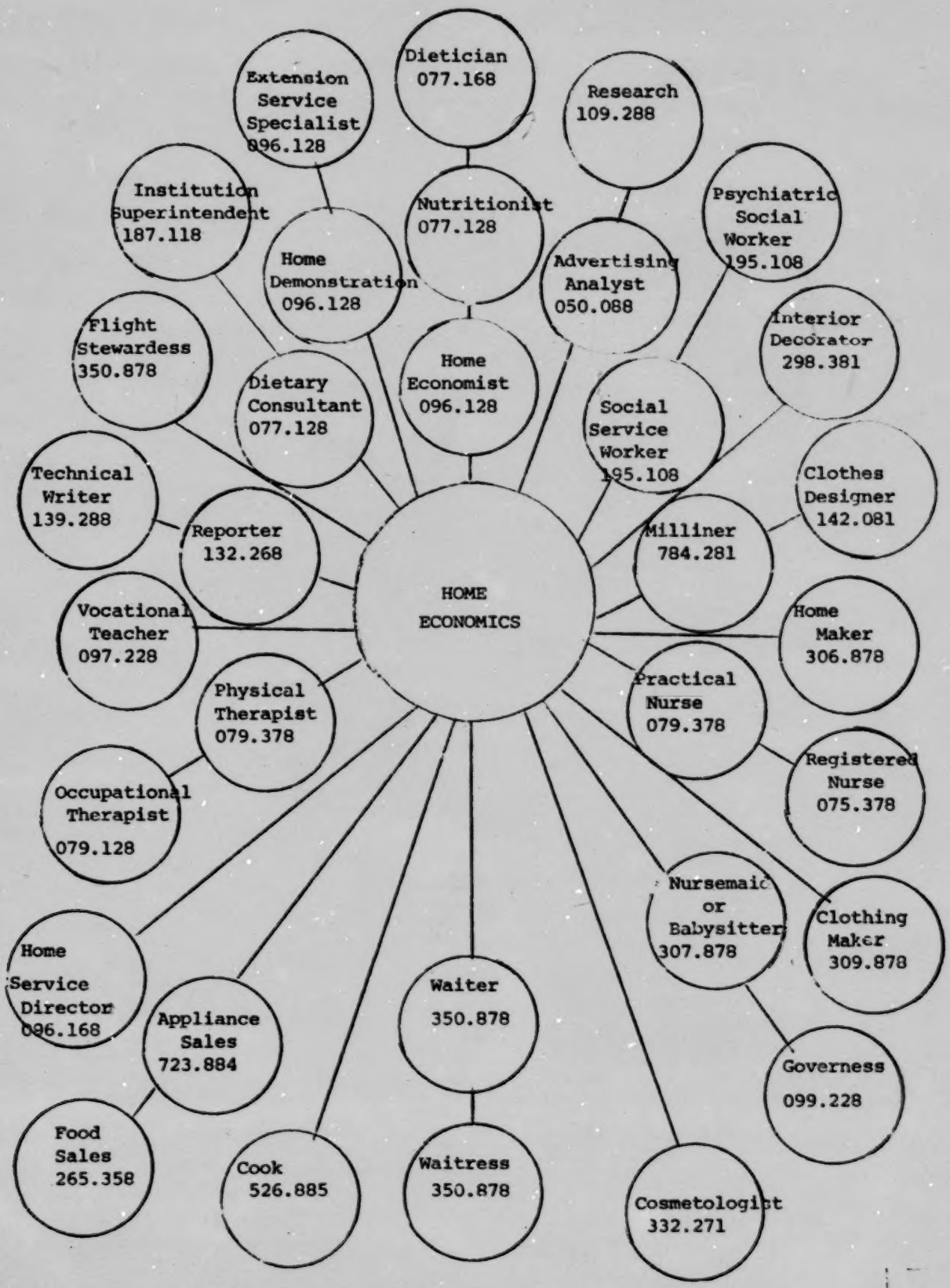
1.
2.
3.
4.

Sports:

1.
2.
3.
4.

School hours-
Dress Code-

Can I go on to college after graduating from E. C. Goodwin?


HOME ECONOMICS
Dietician 077.168
Extension Service Specialist 096.128
Research 109.288
Institution Superintendent 187.118
Nutritionist 077.128
Psychiatric Social Worker 195.108
Home Demonstration 096.128
Advertising Analyst 050.088
Interior Decorator 298.381
Flight Stewardess 350.878
Home Economist 096.128
Dietary Consultant 077.128
Social Service Worker 195.108
Technical Writer 139.288
Clothes Designer 142.081
Reporter 132.268
Milliner 784.281
Vocational Teacher 097.228
Home Maker 306.878
Physical Therapist 079.378
Practical Nurse 079.378
Occupational Therapist 079.128
Registered Nurse 075.378
Nursemaid or Babysitter 307.878
Clothing Maker 309.878
Home Service Director 096.168
Appliance Sales 723.884
Waiter 350.878
Governess 099.228
Food Sales 265.358
Cook 526.885
Waitress 350.878
Cosmetologist 332.271

Introduced by: Charlotte Aston
Subject: Home Economics
Grades: 7 & 8

GOAL: To make students aware of career opportunities in the food preparation field.

CAREER EDUCATION OBJECTIVES:

1. To provide speakers in the field to discuss career opportunities.
2. Demonstrations and actual preparation of foods

MATERIALS: Kitchen equipment
Food for preparation

PROCEDURE: Demonstration - by adult
Student preparation
Speaker-manager of a large restaurant

RESULTS: Demonstrations were successful. Kids had fun preparing food and speaker gave them an insight into careers around preparation.

Introduced by: Janet Quirk
Subject: Home Economics
Grades: 7 & 8

GOAL: To recognize the values of home production and to compare articles made at home with those bought in the market place, and make students aware of job opportunities in the field of producing and marketing.

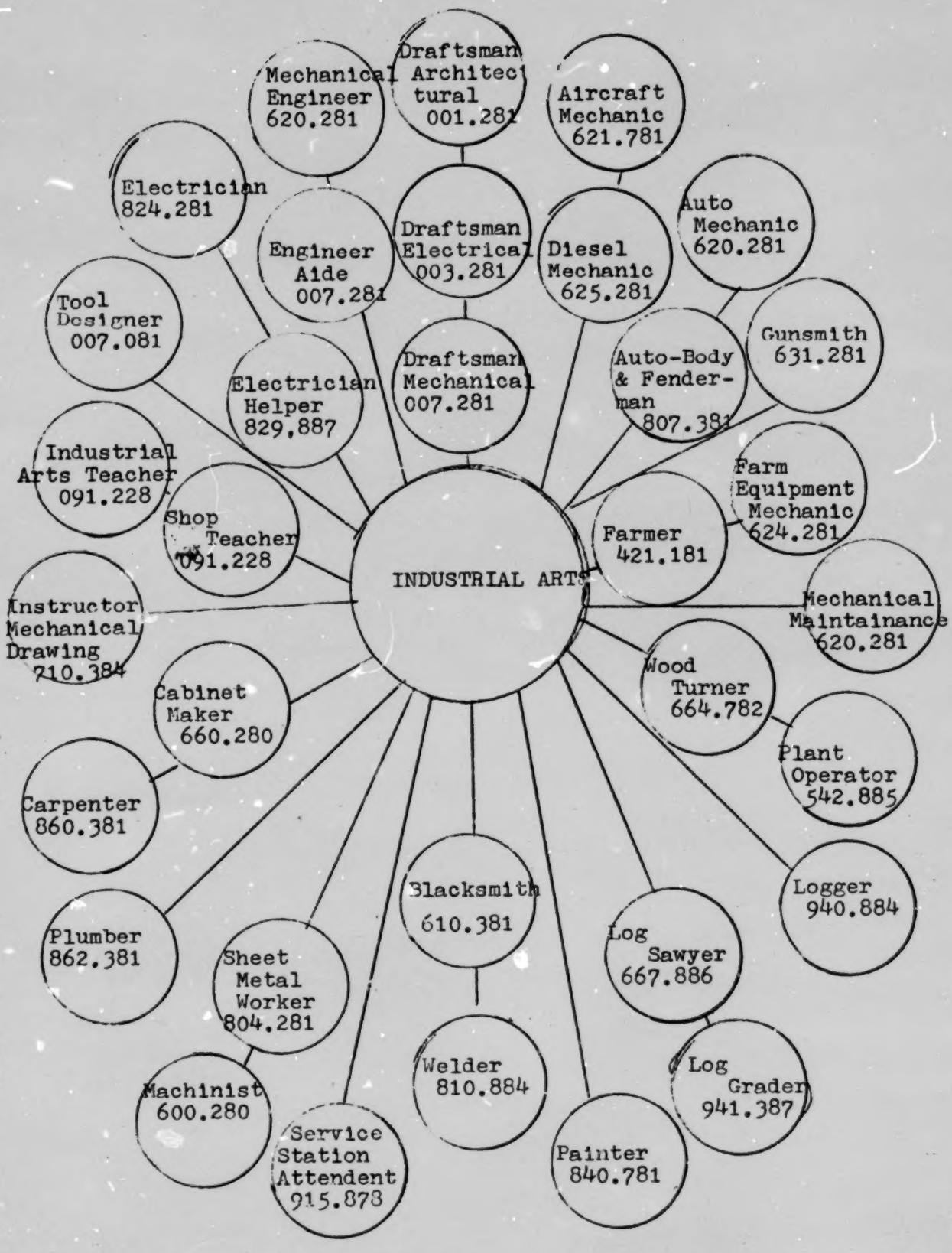
CAREER EDUCATION OBJECTIVES:
Identify articles found in boutique-type stores.
Describe items which could be made at home.
Construct choice of clothing accessories, food produces for self or gifts.
Establish cost.

MATERIALS: Ingredients for recipes.
Dried flower materials (foam, floral tape, etc.)
Clothing for recycling, notions

PROCEDURE: Demonstrate and make sugar clay cake decoration.
See demonstration of drying flowers and grasses.
Listen to student of modeling school and see recycled clothing.
Demonstrate making of tie.

RESULTS: Students were better able to understand the field of manufacturing and marketing.

EVALUATION:


INDUSTRIAL ARTS
Mechanical Engineer 620.281
Draftsman Architectural 001.281
Aircraft Mechanic 621.781
Electrician 824.281
Engineer Aide 007.281
Draftsman Electrical 003.281
Diesel Mechanic 625.281
Auto Mechanic 620.281
Tool Designer 007.081
Draftsman Mechanical 007.281
Auto-Body & Fender-man 807.381
Gunsmith 631.281
Electrician Helper 829.887
Industrial Arts Teacher 091.228
Farm Equipment Mechanic 624.281
Shop Teacher 091.228
Farmer 421.181
Instructor Mechanical Drawing 210.384
Mechanical Maintainance 620.281
Cabinet Maker 660.280
Wood Turner 664.782
Plant Operator 542.885
Carpenter 860.381
Blacksmith 610.381
Logger 940.884
Plumber 862.381
Sheet Metal Worker 804.281
Log Sawyer 667.886
Welder 810.884
Log Grader 941.387
Machinist 600.280
Service Station Attendent 915.878
Painter 840.781

Introduced by: Salvatore Valvo
Subject: Industrial Arts
Grades: 7 & 8

GOAL: To provide basic instruction on fabricating the type of plastic best suited for making of projects in the school shop. This course is also intended to acquaint the student with the use of plastic in industry and to emphasize the importance of plastic in our everyday living.

CAREER EDUCATION OBJECTIVES:

1. To develop interest in the use of plastics
2. To learn of the various types of plastics and their characteristics
3. To learn about the career opportunities in plastic industry
4. To construct several projects utilizing techniques or processes

MATERIALS: acrylics - such as plexiglass - lucite
liquid plastics - for casting paperweights, wall plaques, etc.
bus - field trip to plastic manufacturer

PROCEDURE: Thru lectures - demonstrations, sample projects
Field trip to industrial plants

RESULTS: Students enjoyed working with a new material. Much interest and creativity developed in a short period of time. Students gained a knowledge of many careers and opportunities in the plastic field.

Introduced by: David Potter
Subject: Industrial Arts
Grades: 7 & 8

GOAL: To familiarize students with as many aspects of leathercraft as possible and to make them aware of the craft as not only a hobby and art, but a career as well.

CAREER EDUCATION OBJECTIVES:

1. To familiarize students with basic materials, terms and procedures and to finish at least one project of their own, which will have utility, value, beauty and permanence.

MATERIALS: Swivel knives, stamping tools, puncher, leather mallets, stains, dyes, lace lacing needles, project patterns, charts

PROCEDURE: Day 1 - Show examples of leathercraft, give scraps of leather to each and have them wet the leather and use the swivel knife and stamping tools. Pass out catalogs to order a project for Day 2.
Day 2 - Trace pattern on damp leather, use swivel knife, begin stamping.
Day 3 and 4 - Finish tooling, assemble, lacing and finish

RESULTS: Students learned concepts very well and were better able to appreciate the work involved in making leather products.

Introduced by: Allen Perrie
Subject: Industrial Arts
Grades: 7 & 8

GOAL: Teach students basics of Carpentry and Blue Print Reading and the kind of construction that needs these skills.

CAREER EDUCATION OBJECTIVES:

1. Most construction needs the skills of a carpenter
2. Certain skills are needed to be a carpenter
3. Basic skills must be learned before real construction begins

MATERIALS:
4 - 2' by 4' by 8'
6 - 2' by 3' by 8'
4 - firring strips
2 lbs. 8d nails
1 lb. 4d nails

PROCEDURE:

1. Teach basic terms
2. Teach basic blue print reading
3. Guest speakers - Carpenter illustrates rough framing
4. Lab. - framing a wall

RESULTS: Basic awareness of Carpentry field gained and basic skills of carpenter explained and practiced.

Introduced by: Angelo Ilopis
Subject: Industrial Arts
Grade: 7

GOAL: Investigate the Construction and manufacturing Clusters through the planning and building of a mailbox and bookshelf.

CAREER EDUCATION OBJECTIVES:

1. There are many career possibilities for every person.
2. Every individual can have a useful and satisfying career.
3. Careers may be grouped in "clusters" which require similar abilities, and provide similar rewards.
4. Work experience in some form facilitates career decision making.
5. Occupations are inter-related in many cases, making them equally important.

MATERIALS:

1. Hand tools
2. Other tools and materials needed for specific project

PROCEDURE:

1. Students design the item to be constructed
2. Students figure materials and cost
3. Safety of tools
4. Construction
5. Sanding and Painting

RESULTS: Students will have a better idea of jobs related to the construction of the product and how their school subjects helped in the production.

EVALUATION: Work will be evaluated by the product made

Introduced by: Douglas Brozinski
Subject: Industrial Arts
Grade: 8

GOAL: To explore the work of an architect by designing a school courtyard for multi-departmental use.

CAREER EDUCATION OBJECTIVES:

1. Different careers require different abilities, attitudes, interests.
2. All careers require some special learning and preparation.

MATERIALS: Paper, paints, glue, crayons, and any other material such as rocks, bushes that the student wishes to use.

PROCEDURE:

1. A student assembly will be called to explain the project and set ground rules.
2. Students begin their planning
3. Within two weeks an architect meets with students to explain his job and help students on the project.
4. Students will be given school time in which to work on their project
5. Projects are judged and an award is given to the best design.

RESULTS: Students will have better understanding of the work of an architect.
School will have many excellent ideas for creating an educationally valuable space.

EVALUATION: All projects will be displayed for students and parents to view.

Introduced by: Angelo Llopis
Subject: Industrial Arts
Grades: 7 & 8

GOAL: To introduce the construction cluster through the building of room dividers.
To show the assembly line technique.
To show how a unit price is arrived at by a manufacturer.

CAREER EDUCATION OBJECTIVES:

1. There are many career possibilities for every person.
2. Every individual can have a useful and satisfying career.
3. Careers may be grouped in "clusters" which require similar abilities, and provide similar rewards.
4. Work experience in some form facilitates career decision making.
5. Occupations are inter-related in many cases, making them equally important.

MATERIALS:

1. 2" x 3" wood
2. ¼" ply wood
3. Masonite sheets 4' x 4'
4. Wood screws
5. Drill bits
6. Glue
7. Wood dough
8. Sandpaper
9. Paint
10. Primer
11. Roller, tray
12. Brushes

PROCEDURE:

1. Draw up a workable blue print
2. Develop an itemized list of materials and cost
3. Visit a lumber yard with students to pick up materials
4. Explain the project according to steps involved in production.
5. Safety lesson about working in a shop, and use of hand and power tools
6. Assign job stations to students (stations will rotate)
7. Students begin construction of parts
8. Parts are assembled

The course ran for a four-week period, meeting from 8:30 - 10:00 a.m., Monday through Friday. There were eight students involved in the course. One student had just completed the fourth grade, one the sixth grade and six completed the fifth grade.

Students were allowed to use hand tools such as a screw driver, hammer, square, etc. and also power tools, an electric sander and drill with class supervision. Before the use of any tools, safety rules were explained and carefully followed. Other power tools needed were operated by the instructor. Students were shown the difference between construction line building and "unit" building. Students rotated from job station to station every day so that all students had a chance to sand, paint, drill, etc.

The unit to be constructed was a four by four foot divider designed to close off parts of a room for study. One side of the divider was painted white to act as a projection screen, the other side, a bright color for attractiveness. Twelve units were constructed.

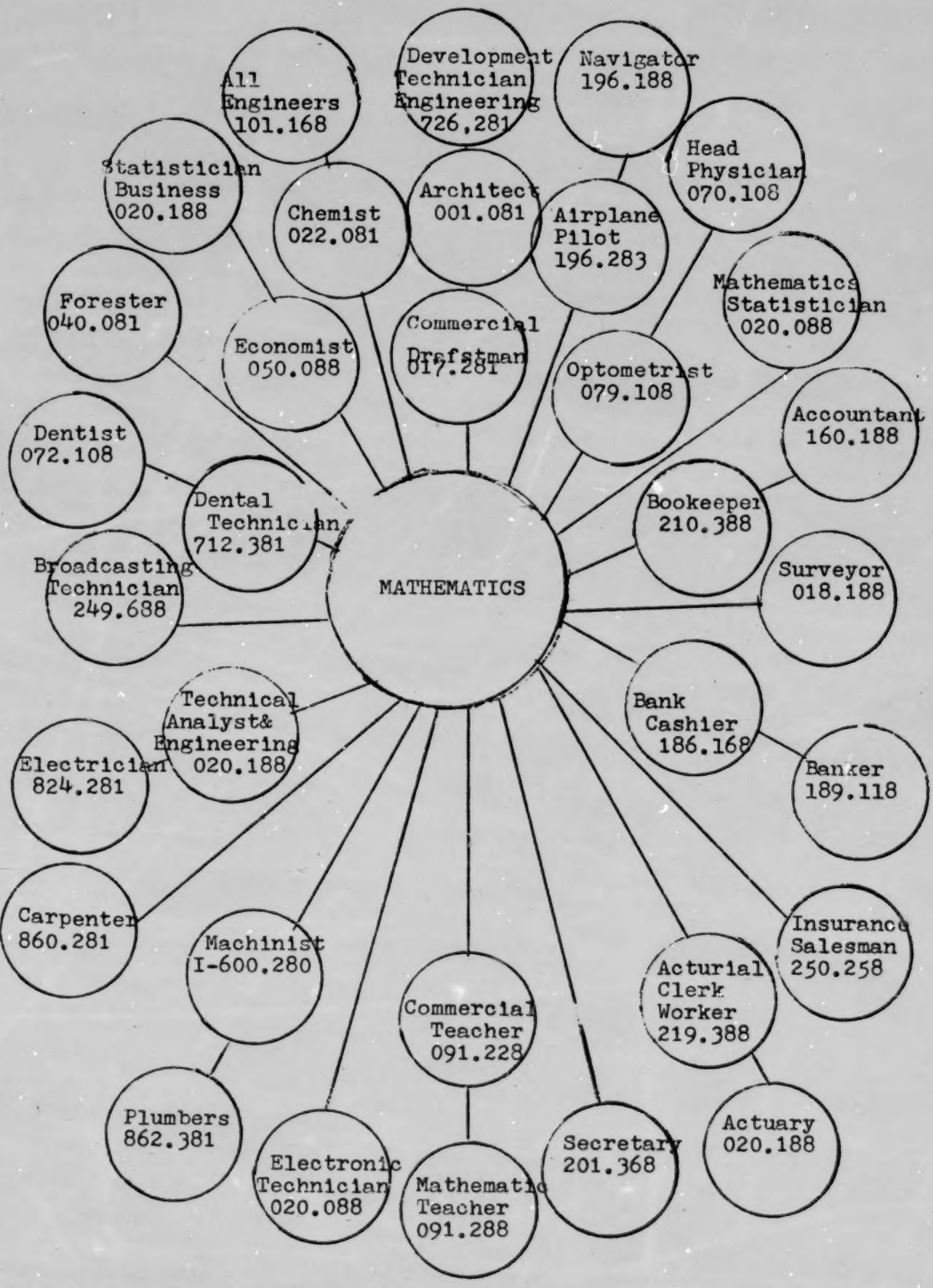
The cost of materials ran approximately $140. Unit cost per divider then was less than $12.

RESULTS: The following are the general steps in the assembly line process. They are in the order in which they generally occur. Students should become familiar with each step and how one relates and depends on the other.

1. Order received by manufacturing company
2. Product is designed - blueprints drawn
3. List of materials needed is drawn up and ordered
4. Machines and tools needed for production are assembled
5. Job stations are organized
6. Production starts
7. Each person does his step or operation and parts move from operation to operation.
8. Completed parts are inspected.
9. Inspected parts are sent to be assembled
10. Parts are put together to form a product
11. The product is then inspected
12. Inspected product is sent to packing and shipping.

EVALUATION:

1. Students will be given a list of all steps generally involved in an assembly line production in scrambled order. They will be asked to arrange them in proper sequence.
2. Students will be asked to identify that step they feel is the most important to the production of a product. The instructor should lead a discussion around this question to show the importance of each step and to emphasize that all steps or jobs are necessary and therefore as important.
3. Students will make a list of products that are made through the assembly line technique.


MATHEMATICS
All Engineers 101.168
Development Technician Engineering 726,281
Navigator 196.188
Head Physician 070.108
Statistician Business 020.188
Chemist 022.081
Architect 001.081
Airplane Pilot 196.283
Mathematics Statistician 020.088
Forester 040.081
Economist 050.088
Commercial Draftsman 017.281
Optometrist 079.108
Accountant 160.188
Dentist 072.108
Dental Technician 712.381
Bookeeper 210.388
Broadcasting Technician 249.688
Surveyor 018.188
Technical Analyst& Engineering 020.188
Bank Cashier 186.168
Electrician 824.281
Banker 189.118
Carpenter 860.281
Machinist I-600.280
Insurance Salesman 250.258
Acturial Clerk Worker 219.388
Commercial Teacher 091.228
Plumbers 862.381
Actuary 020.188
Electronic Technician 020.088
Mathematic Teacher 091.288
Secretary 201.368

Introduced by: Richard Toth
Subject: Math
Grades: 7 & 8

GOAL: To acquaint students with the stock exchange as a hobby and as a possible career.

CAREER EDUCATION OBJECTIVES:

1. To have student know certain basics through self exploration of the field.
2. To have students listen to detailed explanations to improve their ideas.

MATERIALS: Portfolio of information (stock certificates, etc.)
Booklets for each student
Guest speaker

PROCEDURE: Field trip
Guest speaker
Movies, films
Discussion

RESULTS: Students were interested in learning about the stock market. A good understanding of how the market operates resulted.

Introduced: Gail Atruya.
Subject: Math
Grades: 7 & 8

GOAL: To show the need of a school store and the many jobs associated with it.

CAREER EDUCATION OBJECTIVES:
1. Reasons for school store
2. Jobs required
3. Set up of the store
4. Smooth running of an organization such as this

MATERIALS:
Speaker
Filmstrip projector
Bus
Trip to established school store

PROCEDURE:
1. Joe Wilson owner of the Bookshelf speaks on running of a store.
2. Girls from Eastern High's store speak to students on organizing a store.
3. Survey developed and given to determine if the population in the school was interested in a store, and what they would want sold.
4. Field trip to Eastern High to see their store and watch the actual working of the people.

RESULTS: Found a definite need and interest for a school store. Students were more aware of the procedure for running such a store.

EVALUATION:

Introduced by: Joan Armet
Subject: Math
Grades: 7 & 8

GOAL: To show students how mathematical problems can be done quickly and accurately through the use of the slide rule, and how a slide rule can be beneficial in some jobs.

CAREER EDUCATION OBJECTIVES:

1. How to read the rule
2. How to multiply and divide
3. How to combine operations on the rule
4. How to find square root and cube root

MATERIALS: Slide rule

PROCEDURE: Session 1.-Explain parts of rule and how to read numbers
Simple multiplication, C and D Scale
Session 2.-Review multiplication on rule, learn to divide C and D scale
Session 3.-Work on combined operation examples
Session 4.-Use of CI scale. Use of A and K scale for cube roots and square roots

Introduced by: Andrea Zajko
Subject: Math
Grade: 7

GOAL: To show practical application of precision measurements and relative error concepts to the world of work.

CAREER EDUCATION OBJECTIVES:

1. Different careers require different abilities, attitudes, interests.
2. All careers require some special learning and preparation.

MATERIALS: Speaker
Micormeters
Example of brass stock

PROCEDURE:

1. Speaker taught use of micrometer.
2. Students broke in groups and practiced measuring.
3. Speaker talks about job.

RESULTS: Students had a better understanding of how math class relates to an everyday career.

EVALUATION: Discussion of speakers presentation.

Introduced by: Angelo Llopis
Subject: Math
Grade: 7

GOAL: To show students the difference between assembly line production and production of unit by one individual.
To show that some people make a complete product at their job, some people work together at making one product, each method has certain values and draw backs and that a geoboard is a useful tool for studying math.

CAREER EDUCATION OBJECTIVES:

1. Every job, done well, is worthwhile and contributes to society.
2. Occupations are inter-related in many cases, making them equally important.

MATERIALS: Wood, nails, saw, sandpaper, stain, brush, ruler, and rubber bands

PROCEDURE:

1. Explain how people can make a product themselves (plumber, electrician, auto mechanic, etc.)
2. Explain how an assembly line works (putting an auto together).
3. Short history of assembly line
4. Why each method is good in some aspects but not as good in others.
5. Divide the class into work stations
6. Explain safety in each station
7. Make one geoboard for every student
8. Explain use of geoboard

RESULTS: Students will have a knowledge of assembly line production, unit production, use of geoboard.

EVALUATION:

1. List five areas where assembly line would be preferable.
2. List five areas where unit work would be preferable.
3. Demonstrate how geoboard is helpful in math.

Introduced by: Andrea Zajko
Subject: Math
Grade: 8

GOAL: To acquaint the student with the uses of mathematics in a banking environment.
To acquaint the student with opportunities for a career in banking.

CAREER EDUCATION OBJECTIVES:

1. Different careers require different abilities, attitudes, interests.
2. All careers require some special learning and preparation.

MATERIALS: Bank tour

PROCEDURE: Students will attend a tour of a bank and listen to the accompaning lecture (approximately one hour). This is a follow-up to a unit done in the classroom on banking/ credit and interest.

RESULTS: Students gained a good deal of new ideas about the management and investment of money.
Students learned about the various job opportunities offered in a banking environment.

EVALUATION: Class discussion will follow the field trip.

Introduced by: Angelo Llopis
Subject: Math
Grade: 8

GOAL: Study of clusters through making a retrieval file.

CAREER EDUCATION OBJECTIVES:

1. There are many career possibilities for every person.
2. Different careers require different abilities, attitudes, interests.
3. Every person is an individual. He has different abilities, likes, dislikes, interests, needs, and values.
4. A person may choose a career for many reasons.
5. All careers require some special learning and preparation.

MATERIALS:

1. Reference books (Working, Handbook of Job Facts, O. O. H.)
2. Large file cards
3. Hole punch
4. Knitting needle

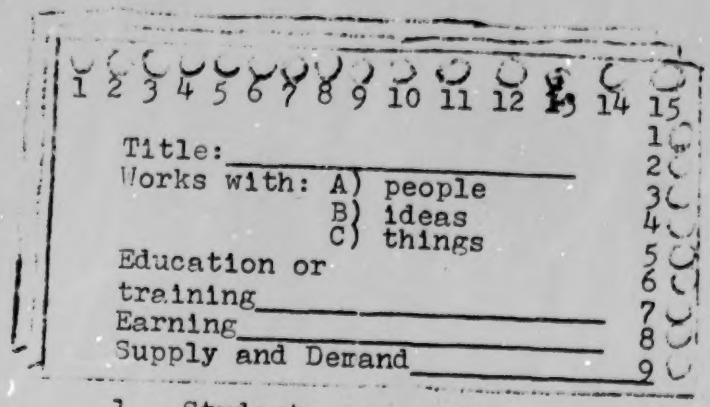
PROCEDURE:

1. Students are asked to research three careers in different clusters.
2. Each student makes up one information card
3. Cards are stored in file box.
4. Class uses it to research other careers.

RESULTS:

1. Students will have a ready retrieval file from which to study careers.
2. Students will have a better understanding of why subjects are important in school.

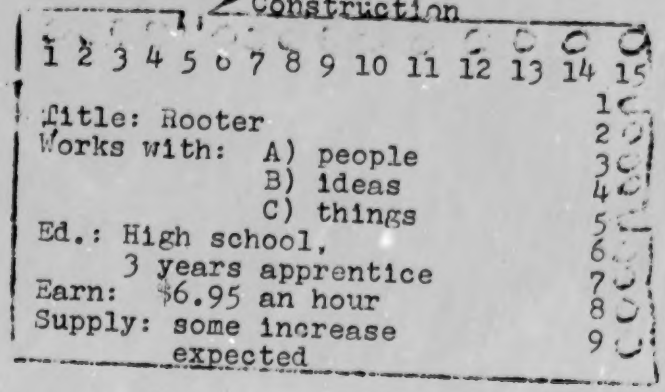
EVALUATION: Each student will have a chance of picking two careers from Retrieval File.



1-15 - Career Clusters

1 - 9 School Subjects
1. Math
2. Social Studies
3. Science
4. English
5. I.A.
6. Home Economics
7. P.E.
8. Music
9. Art

1. Students research a career
2. Fill in information on card
3. Decide what cluster the career is in and punch that number
4. Decide what course(s) the career related to and punch that number(s)
5. File all cards together
6. Decide what cluster you are interested in
7. Push knitting needle through that number
8. Lift out cards and discard
9. Push needle through subject interested in and lift
10. Cards left will be those that meet both interests of subject and cluster



EXAMPLE

Introduced by: Andrea Zajko
Subject: Math
Grade: 8.

GOAL: To introduce to the students the work that a computer does, and examine some of the related careers in this field.

CAREER EDUCATION OBJECTIVES:

1. Different careers require different abilities, attitudes, and interests.
2. All careers require some special learning and preparation.
3. Changes and conditions in the world affect the job market.

MATERIALS: Film "Incredible Machine" (Bell System)
Article from Career World "Input Date on Computer Careers"
Bus

PROCEDURE:

I. Introduction
   A. Film "Incredible Machine"
   B. Discussion to follow film

II. How a computer works
   A. Input-Output
      1. Punched cards
      2. Tape
      3. Disk
      4. Typewriter
   B. How a computer "reads"
   C. How a computer "writes"
   D. Careers
      1. Keypunch operator
      2. Tape Librarian
      3. Console operator (also with Topic III)

III. How a computer "remembers"
   A. CPU
      1. Address concept
      2. Binary or hex storage (core)
   B. Basic things a computer does
      1. Reads
      2. Stores
      3. Does calculations
      4. Makes simple decisions (compares)
      5. Writes or prints
   D. Careers
      1. Console operator
      2. Repair technician

IV. How a computer is instructed
   A. Programs
   B. Languages (Basic, Foreign)
   C. Flow charts "plan" programs
      1. Know the template symbols
      2. Write a simple flow chart (find the area of a triangle)
      3. Give several examples of flow charts
   D. Write a program for C2 in Basic
   E. Careers
      1. Programmer
      2. Systems analysts

V. How the computer was invented (brief history)
   A. First to Third generation computers, emphasize speed
   B. Careers
      1. Scientists — who research design and develop computing machines
      2. Mathematicians
      3. Engineers

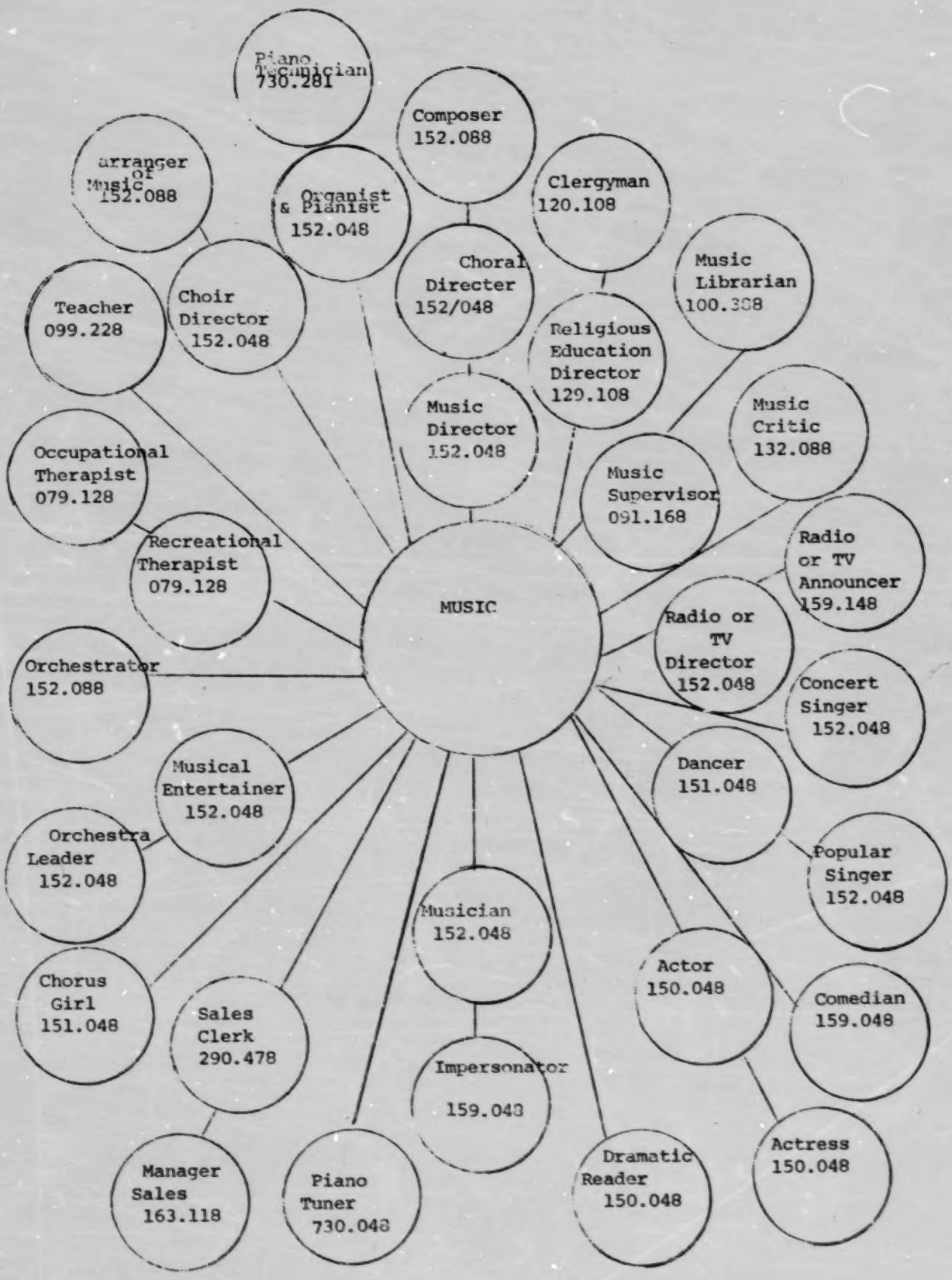
VI. Visit to a local facility in which a computer can be observed in operation, and where the students can watch the people in their work.

RESULTS: The students will have an appreciation for the need to study mathematics in order to qualify for certain careers. They will also be aware of certain careers they may want to get into if they have an interest in math.

EVALUATION: Students will fill an information sheet during the field trip, which will later be used for class and/or family discussion.

	Educational Requirements	Where to get the education	Duties	Weekly Salary	Working Day	Type of work (manual, academic)
Keypunch Operator						
Console Operator						
Programmer						
Systems Analyst						

Use this space for additional information.


MUSIC
Piano Technician 730.281
Composer 152.088
Clergyman 120.108
Music Librarian 100.388
Arranger of Music 152.088
Organist & Pianist 152.048
Choral Directer 152/048
Religious Education Director 129.108
Music Critic 132.088
Teacher 099.228
Choir Director 152.048
Music Director 152.048
Music Supervisor 091.168
Occupational Therapist 079.128
Recreational Therapist 079.128
Radio or TV Announcer 159.148
Radio or TV Director 152.048
Orchestrator 152.088
Concert Singer 152.048
Musical Entertainer 152.048
Dancer 151.048
Orchestra Leader 152.048
Popular Singer 152.048
Musician 152.048
Actor 150.048
Chorus Girl 151.048
Comedian 159.048
Sales Clerk 290.478
Impersonator 159.048
Manager Sales 163.118
Piano Tuner 730.048
Dramatic Reader 150.048
Actress 150.048

Introduced by: Pat Seimerer
Subject: Music
Grades: 7 & 8

GOAL: To generate some interest in music and music writing and show 7th and 8th graders the job of a musician and composer.

CAREER EDUCATION OBJECTIVES:

1. Explore different musical mediums.
2. Create a musical piece.
3. Analyze their own and other groups work.
4. Perform in front of peers.

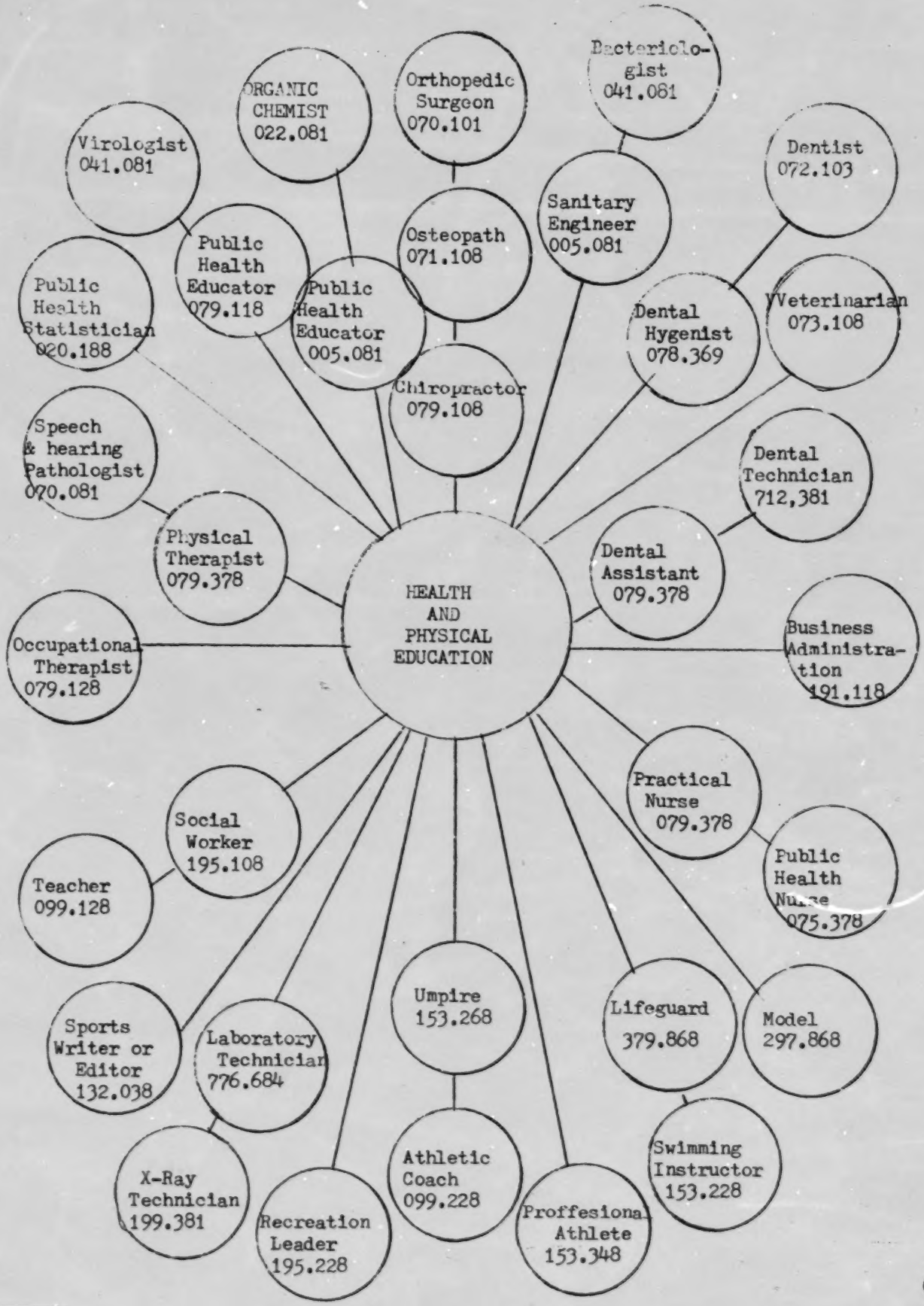
MATERIALS:
2 autoharps
1 set of elementary rhythm instruments
1 piano
1 tape recorder
2 sets of resonator bells
sheet music

PROCEDURE:

1. Group creates a piece of music to express emotion performed, then analyzed through the use of tape recorder.
2. Experiment with making melody and harmony. Students changed instruments throughout.
3. Sheet music analyzed
4. Several students visit rock concert.

RESULTS: Course was beneficial for students in understanding work that goes into writing a popular song.

EVALUATION:


HEALTH AND PHYSICAL EDUCATION
Bacteriologist 041.081
Orthopedic Surgeon 070.101
ORGANIC CHEMIST 022.081
Virologist 041.081
Dentist 072.103
Sanitary Engineer 005.081
Osteopath 071.108
Public Health Educator 079.118
Public Health Statistician 020.188
Public Health Educator 005.081
Dental Hygenist 078.369
Veterinarian 073.108
Chiropractor 079.108
Speech & hearing Pathologist 070.081
Dental Technician 712,381
Physical Therapist 079.378
Dental Assistant 079.378
Occupational Therapist 079.128
Business Administration 191.118
Practical Nurse 079.378
Social Worker 195.108
Public Health Nurse 075.378
Teacher 099.128
Umpire 153.268
Lifeguard 379.868
Model 297.868
Sports Writer or Editor 132.038
Laboratory Technician 776.684
Swimming Instructor 153.228
Athletic Coach 099.228
X-Ray Technician 199.381
Proffesional Athlete 153.348
Recreation Leader 195.228

Introduced by: Deborah Verlander.
Subject: P.E.
Grades: 7 & 8

GOAL: To make students aware of careers and cultural past times in dance.

CAREER EDUCATION OBJECTIVES:
To involve the student physically and intellectually in this art.
To achieve enjoyment through participation and/or observation

MATERIALS:
1. Bodies for movement
2. record players
3. records
4. speaker - Connie Schultz for Careers in Lance
5. Books, photographs

PROCEDURE:
1. Involvment of students in different types of dance, Concentration on Ballet
2. Students participation - Modern - talking of the Graham Movement and the pre-requisites of a dancer
3. Speakers - Connie Schultz - Running a Dance Studio and Careers in Dance
4. Choreography- Students talk about what a choreographer is and they split into two groups with each student playing a role-Choreographer-Dancer. They Choreographed at least one minute of a dance to music.

RESULTS:

EVALUATION:

Introduced by: Angelo Llopis
Subject: P.E.
Grades: 7 & 8

GOAL: Students will run through a variety of obstacles to show the physical requirements of some careers.

CAREER EDUCATION OBJECTIVES:
1. Careers require different knowledge and abilities.
2. A person may be suited for several different careers.
3. Every career requires special preparation.

MATERIALS: Gym equipment
Gym
Oaktag, magazines

PROCEDURE:
1. A group of agility tests set up
2. Scoring system for total point score
3. Each student runs the course
4. At each obstacle make a collage of different occupations where this physical requirement may be useful.

RESULT: Student will have knowledge of their physical abilities and what jobs require these at this point in their life.

EVALUATION: Students will be able to list why physical conditioning is important in a given career.

SCIENCE

Introduced by: Angelo Llopis
Subject: Science
Grade: 7

GOAL: Expose students to landscaping concepts.

CAREER EDUCATION OBJECTIVES:

1. Different careers require different abilities, attitudes, and interests.
2. All careers require some special learning and preparation.
3. Work experience in some form facilitates career decision making.

MATERIALS: 50 plants
Bus
Tools
Fertilizer

PROCEDURE:

1. Visit nursery
2. Have worker come in to advise
3. Plant several plants

RESULTS: Each student plants one plant.

EVALUATION: Students will be able to list four occupations in landscaping.

Introduced by: Patricia Sobota
Subject: Science
Grade: 8

GOAL: To present industrial chemistry to students.

CAREER EDUCATION OBJECTIVES:

1. To show practical application of studies in a classroom for a future job.
2. To show and prove that there is a connection between classroom and their future.

MATERIALS: Speaker (Mr. William Burrows, Metalurgist)

PROCEDURE:

1. Study of unit on chemistry in science
2. Speaker talks about:
   - A. His duties
   - B. Academic background
   - C. Examples of his work

RESULTS: Students were better able to see the relevance between their science class and a future job.

EVALUATION: Discussion of how school can affect your future career.

Introduced by: Michael Grisko
Subject: Science
Grades: 7 & 8

GOAL: To make students aware of career opportunities in environmental work.

CAREER EDUCATION OBJECTIVES:

1. Opportunities in Fish and Game and Wildlife management.
2. Opportunties in enforcement of environmental laws.
3. Opportunties in recreational area.
4. Make aware of environmental problems.

MATERIALS: Fish hatchery trip
Spokesman from Environmental Protection
Bus

PROCEDURE:

1. Discussion on what is the environment and need for protection.
2. Hatchery trip
3. Speaker on career opportunties from EPA.
4. Student chosen activity-clean up of school grounds.

RESULTS: Learned of varied opportunities in Environmental Protection. As a direct result, students helped in cleaning of the school property.

EVALUATION:

Introduced by: Carol Randal
Subject: Science
Grades: 7 & 8

GOAL: To acquaint students with the various careers associated with dogs.

CAREER EDUCATION OBJECTIVES:
Students will be familiar with careers in grooming, breeding of dogs, vetenarians, and show judges. Also, to recognize adequate care of dogs and correct handling.

MATERIALS:
1. Movie projector
2. Brochures on heart worm disease, dog care, vetenarian careers
3. Dogs
4. Rope, stakes, and ribbons for show.

PROCEDURE:
Session 1: Mr. Paul Sullivan demonstrated standard of English Bulldog.
Mrs. Cheryl Wojack, groomer, came in and lectured on grooming. She brought her poodle and described grooming.
Session 2: Movie from New Haven obediance school on obediance training of dogs.
Session 3: Discussed heart worm disease. Mrs. Julie Anderson brought in Golden Retriever and showed standards of the breed and appropriate behavior for dog show.
Session 4: Dog show was held.

RESULTS: Students seemed enthusiastic and able to control, handle and care for their dogs better, and more aware of careers in this field.

EVALUATION:

Introduced by: Janet Conlin
Subject: Science
Grades: 7 & 8

GOAL: To increase student's awareness of the careers available in the science field through class activities and field trips.

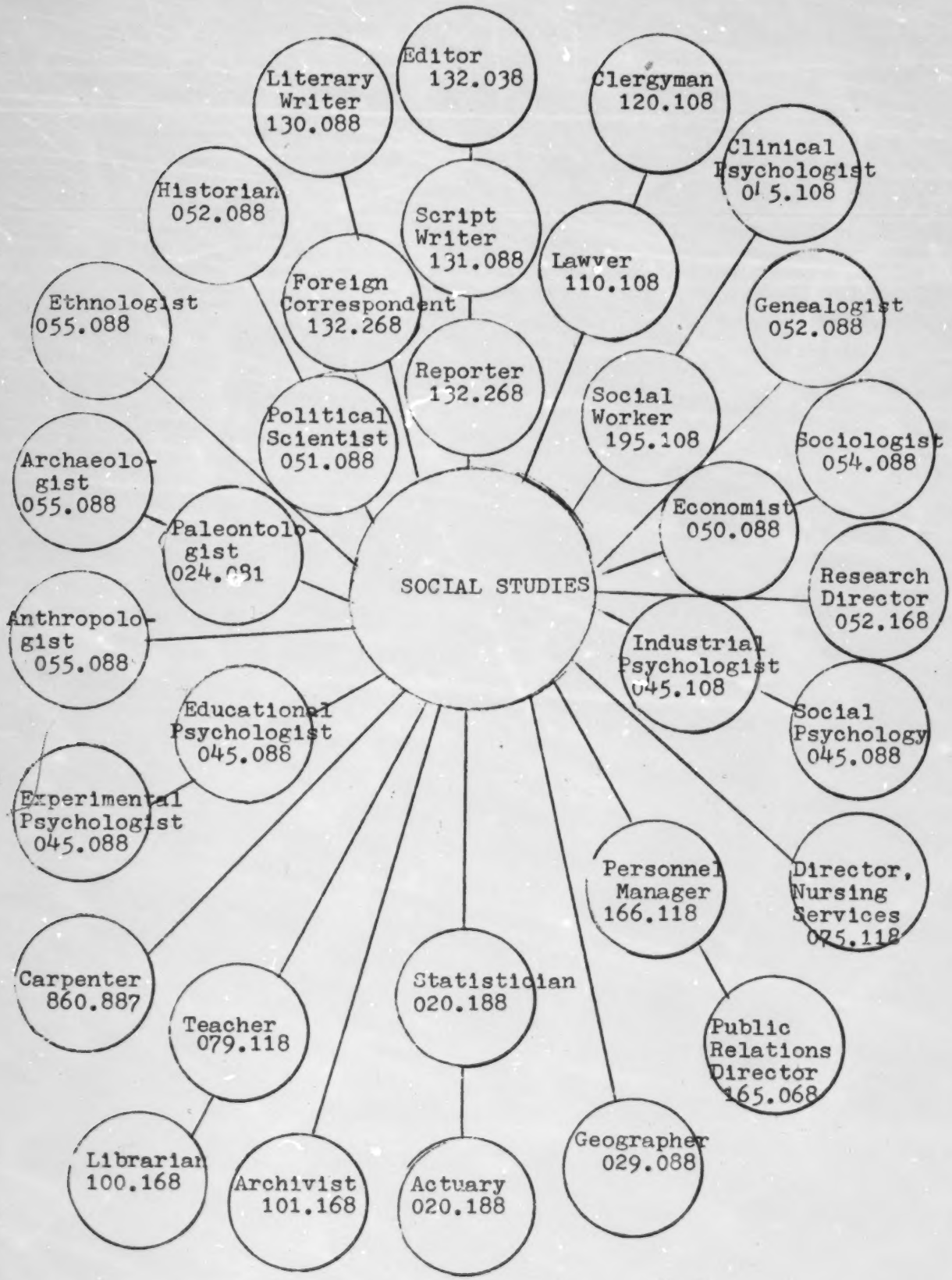
CAREER EDUCATION OBJECTIVES:
Specific areas introduced:
1. X-ray technician
2. Lab technician
3. Studies in anatomy
4. Psychology, counseling

MATERIALS:
7 Veal Hearts
X-acto knives
X-rays
Bus
Trip to Bristol Hospital

PROCEDURE:
1. Looking at human anatomy through X-rays.
2. Comparative systems with veal heart-dissecting techniques.
3. Field trip to Bristol Hospital-stressing laboratory
4. Student involvement in awareness activities.

RESULTS: Students were better able to relate science studies to careers in Health Care cluster.

EVALUATION:


SOCIAL STUDIES
Editor 132.038
Literary Writer 130.088
Clergyman 120.108
Clinical Psychologist 045.108
Historian 052.088
Script Writer 131.088
Lawyer 110.108
Genealogist 052.088
Ethnologist 055.088
Foreign Correspondent 132.268
Reporter 132.268
Social Worker 195.108
Sociologist 054.088
Political Scientist 051.088
Archaeologist 055.088
Economist 050.088
Paleontologist 024.081
Research Director 052.168
Anthropologist 055.088
Industrial Psychologist 045.108
Educational Psychologist 045.088
Social Psychology 045.088
Experimental Psychologist 045.088
Personnel Manager 166.118
Director, Nursing Services 075.118
Carpenter 860.887
Statistician 020.188
Teacher 079.118
Public Relations Director 165.068
Librarian 100.168
Archivist 101.168
Actuary 020.188
Geographer 029.088

Introduced by: Allen Perrie
Subject: Social Studies
Grade: 8

GOAL: To make the students aware of how mass production works, the problems created by it, and how it compares to the craft system.

CAREER EDUCATION OBJECTIVES:

1. Every job, done well, is worthwhile.
2. All careers require some special learning.
3. Work experience in some form facilitates career decision making.
4. Occupations are inter-related in many cases, making them equally important.

MATERIALS: Printed cards on 80# white paper
Colored markers
8½ x 11 construction paper
Oaktag
Rubber stamp and ink
Tape

PROCEDURE:

I. Introduction-Explain craft system and workings of mass production.

II. Set up craft system-Some of the students will make the product (Christmas cards and envelopes) by the craft system. They will be timed and analyzed in order to compare it to mass production.

III. Set up mass production-An assembly line will be set up in class to mass produce the same product. Each class will measure its output over time to determine its productivity. They will compare it to the craft system.

IV. Each class will market the product to regain the cost of production.

RESULTS: Students will have an awareness of the values and drawbacks of both the production line technique of making goods, and the crafts method of making the same goods. They will also be aware of how a business is developed and why a product may be priced as it is.

EVALUATION: A marketable product will be produced.

Introduced by: Angelo Llopis
Subject: History
Grade: 8

GOAL: Students will study a technological device and show the careers involved in the production and utilization of it.

CAREER EDUCATION OBJECTIVES:

1. Careers require different knowledge, abilities, attitudes.
2. Careers can be grouped in various ways into "clusters" requiring similar abilities and providing similar rewards.
3. Changes and conditions in the world affect careers.
4. Different occupations are inter-related in many ways.

MATERIALS:

1. Readings-History books, science books
2. Do-it-yourself type of magazines(Popular Mechanics, Science Illustrated)
3. Wood, metal, wire, etc.

PROCEDURE:

1. Have the class break into groups
2. Each group will choose one machine (windmill, elevator, pulley, wheel, etc.)
3. Suggest some reading
4. Field trip to work site where tools are used
5. Make a technological museum

RESULTS: Students will have knowledge of how machines work, how they help man, how man needs change, and how machines also change.

EVALUATION: Each group will list five occupations directly related to the building or use of the machine.

Introduced by: Michael Leahy
Subject: History
Grade: 8

GOAL: To acquaint students with the "inside" processes involved with teaching as a career.

CAREER EDUCATION OBJECTIVES:

1. Different careers require different abilities, attitudes, and interests.
2. All careers require some special learning and preparation.
3. Work experience in some form facilitates career decision making.

MATERIALS: Normal volume and type of consumable teaching materials: paper, overhead transparencies.

PROCEDURE:

1. Have students choose their own groupings, 4 to a group, to create 6 groups (teacher has final say as to grouping to keep balance
2. Have groups choose a given chapter to work with, from a 6-chapter sequence. (If a conflict, drawing of lots as fairest determiner of choice.)
3. Spend 1 week with all groups examining available resource materials as would be available to a teacher for preparation of a given chapter's work. (Textbooks, audiovisual materials, my file of previously used teaching materials.)
4. The 2nd week begin with 1st chapter of sequence each group was required to produce a weekly and daily lesson plan with supporting materials (class assignments and homework review materials and testing materials.)
5. Each group allowed 1 week to present their materials. It was emphasized that different teaching tasks should be matched to the appropriate personality within a group.
6. The culminating activity for each week's work was a group-made test.

RESULTS: Students responded positively when asked if they were made aware for the 1st time that teaching involved more than they originally thought. Several students commented that they would now consider teaching as a career choice because of their accomplishments and experience in this activity.

EVALUATION: Class discussion on the activity process, its accomplishments and weaknesses involved 1 class period at the end of the 7-week period (both teacher commentary and self-evaluation.)

SPECIAL EDUCATION

Introduced by: Robert Watson
Subject: Special Education
Grades: 7 & 8

GOAL: Introduce students to jobs in the Manufacturing and Marketing and Distribution Clusters.

CAREER EDUCATION OBJECTIVES:

1. Visual Discrimination: sorting letters by color, size, and alphabetical order
2. Motor Coordination: Placing letters, centering, clamping and operating engraving machine.
3. Organizational Strength: Spelling, set-up and operational procedures
4. Self-Confidence: Talking to adults in order-taking and delivering and successful production
5. Creativity: To encourage children to visualize new uses and innovative methods of production
6. Awareness of school subjects and their role in the world of work
7. Awareness of business organization and operation
8. Every job, done well, is worthwhile and contributes to society.
9. All careers require some special learning and preparation.
10. Work experience in some form facilitates career decision making.

MATERIALS: Engraving machine, 2x8 plastic blanks, 1x3 plastic blanks

PROCEDURE:

1. Oral introduction to operation of machine and description of the project
2. Sort and categorize letters by size and alphabetize the letters being used.
3. Practice spelling message correctly in plastic letters; choosing correct size bit, centering and locking letters, plastic blanks and formation of sign. Clean-up of completed sign and machine as well as proper replacement of components
4. Formation of sales presentation and creation of appropriate order blanks
5. Order taking from teachers
6. Production
7. Delivery of product

RESULTS: Anticipated results were that name plates were produced and distributed to some teachers and office aids. Each student participates in at least one operation. Children had a much better understanding of the operation of a business and the assembly line production method. Children enjoyed the project and it successfully met the goals and objectives.

EVALUATION:

APPENDIX

The Field Trip

Many of the Career Education activities will call for some sort of first hand information from workers. An excellent way of getting this type of information will be through the "field trip". As Hoppock points out, "One can read about working conditions; one can talk about working conditions; one can recognize and acknowledge them intellectually; one can even memorize them and retain them long enough to pass an examination but the student who has actually seen them and heard them, felt them and smelled them, has learned them emotionally as well as intellectually."

The following are some points that should be followed to ensure a successful and profitable field trip experience.

1. A lesson should be used with any field trip. A field trip should be used to emphasize a lesson, not as a Career Education activity by itself. It can be used before or after a lesson. The length of the classroom lesson will be determined by the content, class ability or any other criteria. It can be as short as one teaching period or as long as two or three weeks.
2. Present a request with full details (lesson plans, place to visit, number of students, etc.) to the administration.
3. Make arrangements well in advance (2-3 weeks).
4. Make out permission slips for students. Include information to the parent as to where, when, and why students will be going on this trip (Example included).
5. The specialist will take care of the following:
    1. Finding and contacting an appropriate sponsor.
    2. Briefing him on what you would like your students to see or experience.
    3. Making bus arrangements.
    4. Providing any materials relevant to this tour that can be used in class afterwards.
6. Collect insurance money from the students.
7. Create a questionaire for students to take with them. At this age, although students may be very curious as to what they see, they are often hesitant to ask questions. By giving them a series of questions to ask or things to look for, you will create a learning type atmosphere and not just a social event. (Example included) These information forms can be stapled to cardboard or pat on a clipboard and should be carried and filled in during the field trip.
8. If possible, students should be encouaged to bring cameras and/or tape recorders to capture what they see and hear. This information can be used later in planned class discussions or it can be used to prepare students that may be taking the trip at a later date, or used for classes that may not be going on this field trip but can still benefit from other's experiences.

I, _____, as a member of the West Woods Mall association agree to comply with all necessary rules and regulations agreed upon by its members.

1. To act responsibly at all times.

2. To remain at my assigned station at all times.

3. To conduct myself properly at all times.

4. To be extra careful with all property entrusted to my care during my assignment.

5. To allow NO unauthorized Personnel into my area of responsibility.

6. To report all infractions I observe in my own area of responsibility as well as all infractions I observe within the West Woods Mall.

7. To make sure there is no loitering at all stations.

In order to protect the many who use our mall from those few who may ABUSE the privileges, I believe it is my place and my duty to report all infractions and those responsible for such.

_____

Sign here

Introduced by: Ray Paul, Jack Krampitz, and Lin Tucker
Subject: Employment at West Woods Mall
Grades: 7 & 8

GOAL: To develop a method by which student help can be provided for several school activities.
To have students participate in a realistic employment procedure.

CAREER EDUCATION OBJECTIVES:

1. Different careers require different abilities, attitudes, and interests.
2. A person may choose a career for many reasons.
3. The choice of a career will involve some conflict and compromise between values and needs.
4. Work experience in some form facilitates career decision making.

MATERIALS:

Typewriter	office facilities
paper	filing cabinet

PROCEDURE:

1. Job description is written.
2. Job description is posted on Employment Bureau, Bulletin Board, and advertised over school radio.
3. Interested students fill application form.
4. Employment Bureau workers screen applicants.
5. Sponsors of the job review applications and conduct interviews.
6. All job applications are kept on file.
7. Workers for Employment Bureau are taken from study halls so that the bureau is manned at all times.
8. One 7th and one 8th grader work together at one time.
9. These workers give help in filling out application forms.
10. If a person is "fired" from his job, the Employment Bureau is notified.

RESULTS: The students will have a better understanding of the mechanics of looking for work, filling out applications, being interviewed, as well as the importance of past accomplishments, attendance and recommendations in future employment.

WEST WOODS SCHOOL
BRISTOL, CONNECTICUT

STUDENT WORK EXPERIENCE
APPLICATION

Name_____ Soc. Sec. No._____
Last First

Address_____ Tel.#_____

_____
Zip

Present Grade_____ Present Homeroom _____
Sex M____F____

Position Desired_____
Date_____19____

HEALTH RECORD

Height _____ Weight_____ Date of Birth_____

Marital Status_____

Condition of Health_____ Any Handicaps_____

EXPERIENCE

Other work Experience (list)

What qualification do you have which would enable you to do a good job?

When will you be available for an interview?_____
_____

Why should we hire you? Why would you do a better job than someone else?_____

_____

_____

Give at least three references under whom you have worked, who have personal knowledge of your character, experience and scholarship.

NAME	ADDRESS	OFFICIAL POSITION
1.		
2.		
3.		

Any Additional Comments:

STUDY HALL AVAILABILITY:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-9:15					
9:15-10					
10 -10:45					
10:45-12					
12-12:45					
12:45-1:30					
1:30-2:20					

Introduced by: Dolores Redman and Leverne Brozinski
Subject: Bank at West Woods Mall
Grades: 7 & 8

GOAL: To familiarize students with some of the careers in banking.
To provide a model by which the processes of banking can be investigated and practiced
To provide a service for the student body.

CAREER EDUCATION OBJECTIVES:
1. All careers require some special learning and preparation.
2. Work experience in some form facilitates career decision making.
3. A person's inter-relationship with employer, his fellow workers, and society affect his career.

MATERIALS: Paper
Adding machine
School seal
Ledger book
Filing cabinet

PROCEDURE:
1. Workers for the bank apply through the Employment Bureau.
2. Capital for the bank loans is produced through a fund raiser; car wash, car dry, tag sale, etc.. Capital is also obtained through a loan from school associations.
3. Lunch Loans: Slip #1 is filled out and given to the student. This note is used in payment for lunch. Slip #2 is kept on file. At the end of lunch a cafeteria worker returns all slip #1's to bank and is paid. (#3)
Slip #4 is used for bookkeeping.
Interest is charged at the rate of 1¢ per day for the first day, 2¢ per day for the next 2 days, and 5¢ for the fourth day.
4. Christmas Club: Six payments are offered.
Two plans - A. Get all but $1 back plus free gift.
B. Get all money back after six weeks.

RESULTS: Students will have a better understanding of what kind of work goes on in a bank, what the work will be like, and what a bank does with their money through a hands-on activity. The bank will also affect a large part of the student body in teaching them about banking services through loans and savings.

1. West Woods School

Telephone _____ Date: _____

Name: _____

H. R.: _____

Amount: _____

WEST WOODS SEAL

Name: _____ *

2

date _____ teller _____

NAME: _____

homeroom: _____

date _____

I agree to pay .01¢ interest for the 1st day of my loan and .02¢ per day for the next two days and .05¢ for the 4th day of my loan.

signature _____

teller _____

lunch .65

1st day interest _____

extra day(s) _____

+ other _____

teller receiving payment _____ date paid _____

3

WEST WOODS MALL BANK
NUMBER OF LOANS

Date

Price of Lunch $.65
# of Lunch Loans x

Total Paid
Mrs. Hammernick

Teller #1

Teller #2

Date:

4

WEST WOODS MALL BANK
CASH BOX BALANCE

Date

Dollars

50¢						
25¢						
10¢						
5¢						
1¢						
TOTAL						

Teller #1

Teller #2

Date:

Introduced by: Paul Sullivan
Grades: 7 & 8
Subject: Radio at West Woods Mall

GOAL: To introduce students to a variety of careers in media, through a hands-on program of developing and maintaining a radio station. Provide a service to the school much like a radio station provides to a community.

CAREER EDUCATION OBJECTIVES:

1. Different careers require different abilities, attitudes, and interests.
2. Any person is capable of performing well in more than one career.
3. Work experience in some form facilitates career decision making.

MATERIALS:

Office space	Records
Tape recorder, tape	Record Player
Radio	Micro-phone

PROCEDURE: Student workers will be provided through the Employment Bureau. Office space is equipped with tie-in to the office intercom. Schedule for workers and schedule for programs is developed. Present schedule:

AM***

1. Prepare announcements
2. Recorded music to homerooms
3. Flag salute
4. Cafeteria menu
5. Activity announcement
6. Special announcements
7. Good news - bad news

STUDY HALLS***
Classical and semi-classical music played into study halls during the day

LUNCH***
Rock music played during lunch period

Proposed activities:

1. Friday world news wrap-up (Capsule of the week's important stories)
2. Friday community news wrap-up (Same for local news)
3. Friday school news wrap-up (Same for school news)
4. Community and school sports
5. Announce players before a basketball game, and give box scores during half time
6. Story telling by 7th and 8th graders to elementary grades
7. American Folk Tales to elementary classes
8. Enjoying Literature (reading book reports)
9. Commercials (for other organizations)
10. Historical minute (one minute spot about local and national history)
11. Looking to the Future (discussing future careers)
12. Imagination Plus (Serialized stories students have written)

RESULTS: Students will have a better understanding of the many careers in media, through working in the school radio station. They will fill a need in communicating information to fellow students. Use their History, English, and other classes as centers for gathering information for their radio programs. They will also be more aware of the role of the radio, T.V., and newspaper plays in the community. Self confidence will be built through the process of gathering and relating information to peers.

November 19, 1974

Radio Program

1. Salute to flag
2. Cafeteria - Hey, Hey, Hey, Gang! Guess what our Gorgeous Cooks brewed up for us today! HOT DOGS! BEANS, SAJERKRAUT, BANANA CAKE and MILK ------- thats what they're going to serve us this fine Tuesday!

3. Read copy of "Job for the Day" Description
4. Activity Announcements

A. How many of you COOL CATS out there in WWSR land would like to take a trip to New York? Yeh, thats right, - New York-- Saturday, December 7th, from 8 am to 8 pm! Maybe you dudes would like to visit New York's CHINATOWN! How about lunching at a CHINESE Restaurant? Well OK, -- How about a Cool tour of the NBC STUDIOS? Would you rather visit the STATUE of LIBERTY? No? Then how's this -- an OCEANLINER TOUR or see a Broadway Matinee? I tell you what I'm going to do. You sign up to go on this trip, beg, borrow or work for $11.00, and I'll see to it you people get to do 3 or 4 of these things. (Anyone interested meet on Thurs. Rm. 7)

November 19, 1974(Continued)

B. Hey, Gang! Don't forget -- today is the day of days for Westwoods! Yup ! It's grand opening day!! our mall is officially open today! Many Dienitaries (to you cool cats out there, Dienitaries means very important people). They are all coming to celebrate!

The mayor is sending someone!
The Superintendent of Schools will be there!
Our Chamber of Commerce will be represented!
Directors from career education will be there!
Our School Orchestra is going to Perform!

Hot Dog but today is going to be a great day!
It's really nice to know that we are #ONE in Bristol with a project like this! What say we go all out to let them know what a great school we have and how proud we are of the school!

5. Meetings, and Miscellanious Announcements (once in each study and at lunch)

A. Last day for popcorn sale at 2:30 today!
B. Talent show meeting in Rm 5 at 2:30
C. A "Must attend" meeting for science lab aides Wed. at 2:30 in Rm 12
D. A school bank employee meeting Wed. in Rm 8 at 2:30
E. Students going to Goodwin Tech. This Thursday morning must meet at front door at 8:30 with coats. Please bring 25¢ for refreshments!
F. Science department needs to borrow a rototiller some afternoon this week. If you have a rototiller that can be transported, please see Mr. Baily

6. Little Known Facts:

A. Did you know that a Chinese Typewriter has up to 5,850 characters. It requires a skilled typist to type 11 words a minute on the machine.

B. How about this little known fact -
Lake Compounce comes from the Indian named Compound. He was an Indian who was returning from Farmington one night stoned to the gills (drunk that is). He borrowed a brass kettle to paddle across the lake. He ain't never been seen since!

C. Now back to music from station WWSR the silver "W"!

JOB TITLE Secretary-Receptionist for Radio Station # OF POSTIONS 1

GENERAL RESPONSIBILITIES

1. work with station manager
2. type (when needed)

WORK HOURS OR PERIODS

QUALIFICATIONS

APPLY TO: Mr. Sullivan ,ROOM office

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JOB TITLE RADIO STATION MANAGER #OF POSITIONS 1

GENERAL RESPONSIBILITIES

1. scheduling of broadcasters
2. assisting in hiring
3. editing of daily material to be broadcasted
4. working with Mr. Sullivan to coordinate school news
5. call and conduct meetings of all radio staff

WORK HOURS OR PERIODS

QUALIFICATIONS

requirement- preferably 8th grade

APPLY TO Mr. Sullivan ROOM Office

STATION WWSR SPORTS ANNOUNCEMENT

GOOD AFTERNOON, BASKETBALL FANS! WELCOME TO WEST WOODS GYMNASIUM
FOR TODAY'S BASKETBALL GAME BETWEEN_____
CCACHED BY_____AND WEST WOODS_____TEAM,
COACHED BY_____.

THIS IS_____,FROM WEST WOOD'S STUDENT RADIO, STATION WWSR, BRINGING YOU SOME OF THE HIGHLIGHTS OF TODAY'S BALL GAME!

THE REFEREE FOR TODAY'S GAME IS_____. SCORE KEEPERS ARE_____,_____,_____,
TIME KEEPERS ARE:_____,_____.

SAY, WE CERTAINLY DO NOT WISH TO LEAVE OUT THE BACKBONE OF ANY BASKETBALL TEAM---THE CHEERLEADERS! OUR VISITING CHEERLEADERS HAVE AS THEIR ADVISOR,_____. WON'T YOU AND YOUR GIRLS STAND AND TAKE A BOW. WEST WOODS CHEERLEADER ADVISOR IS MISS BROZINSKI. WON'T YOU PLEASE STAND AND TAKE A BOW. TOO?
WE ALSO HAVE THE GOOD FORTUNE OF HAVING MAJORETTES FOR THE FIRST TIME. THEY ARE UNDER DIRECTION OF MRS. PURDELI. WOULD MRS. PURDELL AND THE MAJORETTES PLEASE STAND AND TAKE A BOW.

THE STARTING LINEUP FOR_____TODAY AT CENTER IS_____
AND AT GUARD IS_____AND_____.
THE FOREWARDS ARE_____AND_____.
THE STARTING LINEUP FOR WEST WOODS TODAY AT CENTER IS_____.
OUR GUARDS ARE_____AND_____.
THE FORWARDS ARE_____AND_____.
STATION WWSR WISHES TO REMIND YOU THAT BASKETBALL IS PROBABLY THE MOST DIFFICULT SPORT WHEN IT COMES TO BEING A REFEREE. WE AT WEST WOODS REALIZE THIS AND WE PLAN TO SHOW GOOD SPORTSMANSHIP ON THE COURT AS BALL PLAYERS, AND OFF THE COURT AS SPECTATORS. WE KNOW OUR VISITORS WILL SHOW GOOD SPORTSMANSHIP TOO!!!

SO--WHAT SAY WE HAVE A GOOD BALL GAME AND MAY THE BETTER TEAM WIN.

PLAY BALL "REF"!!!!!

SO FAR, FANS, AT THE END OF THE FIRST QUARTER, THE SCORE IS:
_____AND WEST WOODS_____.
SPACE FOR SOME INDIVIDUAL HIGHLIGHTS OF THE GAME!!

SO FAR, FANS, AT THE END OF THE FIRST HALF, THE SCORE IS:
_____AND WEST WOODS_____.
SPACE FOR SOME INDIVIDUAL HIGHLICHTS AND SCORES OF THE GAME.

AT THE END OF THE THIRD QUARTER THE SCOREIS_____ANDW.W___
_____.
SPACE FOR SOME INDIVIDUAL HIGHLIGHTS AND SCORE IS_____
AND WEST WOODS_____.

THE FINAL SCORE BASKETBALL FANS IS_____AND WEST WOODS_____
UNOFFICIALLY, THE GIGH SCORER FOR TODAY'S GAME IS_____
WITH A TOTAL OF_____POINTS.

THE NEXT GAME AT WEST WOODS GYMNASIUM IS ON_____BETWEEN
_____AND WEST WOODS_____..

THE NEXT AWAY GAME IS AT_____AGAINST WEST WOODS_____
_____ON_____.

Introduced by: Lester Bagley
Subject: Student Government at West Woods Mall
Grades: 7 & 8

GOAL: To develop an understanding of the representative form of government.
To provide a service to the student body by which their feelings and ideas may be expressed to the student body and teachers.
To provide an opportunity for students to participate in making school policies.
To investigate the work of politicians.

CAREER EDUCATION OBJECTIVES:

1. Different careers require different abilities, attitudes, and interests.
2. All careers require some special learning and preparation.
3. Work experience in some form facilitates career decision making.
4. A person's inter-relationship with employer, his fellow workers, and society affect his career.

MATERIALS: Poster board
Color markers
Other materials needed for campaign
Voting Machine (Registrar of Voters, City Hall)

PROCEDURE:

1. Homerooms select two representatives.
2. Representatives meet and nominate two people for each of the four offices, President, Vice-President, Secretary, and Treasurer. (President must be an 8th grader)
3. Campaigning, voting, etc. is discussed in Social Studies classes.
4. One to two weeks is spent on campaign. Posters, buttons, radio announcements, etc. Campaign managers do most of this work.
5. Platform is stated and a campaign speech is given at an assembly program.
6. Voting takes place on a real voting machine.
7. Referendums are voted on at this time.
8. Four officers chosen form the Executive Committee.
9. The Executive Committee meets bi-weekly prior to Student Teacher Principal group.
   General Meeting-(All representatives) meet bi-weekly
   Agenda - A) Secretary report
   B) Treasurer report
   C) Committee reports
   D) Executive Committee report
   E) Open forum (anyone may participate)
10. Work shops are given to all representatives and officers by Mr. Ray Paul on a Saturday.

RESULTS: Students will have a better understanding of the workings of a representative form of government. They will have an opportunity to decide on some school policy. People who are representatives or officers will have a chance to do much the same work as politicians do.

Introduced by: Ron Stockman
Subject: Store at West Woods Mall
Grades: 7 & 8

GOAL: To provide a source for hands-on experience in the Marketing Distribution and Consumer Homemaking Customs..
To provide a service to the student body in the form of a school store from which they may purchase school supplies.

CAREER EDUCATION OBJECTIVES:

1. Different careers require different abilities, attitudes, and interests.
2. All careers require some special learning and preparation.
3. Work experience in some form facilitates career decision making.

MATERIALS: Room for housing the store and storing materials
Cash register
Calculator

PROCEDURE:

1. Workers are advertised for through the Employment Bureau.
2. Material for the store are ordered using money from a fund raiser, or parent organization, or student council.
3. Profit margin and prices are figured.
4. Store is open during all periods of the day.
5. Records of money coming in, stock on hand, workers hours etc. are kept.

RESULTS: Students will have a better understanding of how a store is set up, how prices are arrived at how profits are made etc. The store will provide a source for "employing" students interested in the retailing business. It will also provide a place for students to buy school supplies.

Daily School Store Report

Date _____

Money Taken in by period

Per.	Amt.	Person Working	Actual money taken in.	
1st	$____.___	_____	1st	$____.___
2nd	$____.___	_____	2nd	$____.___
3rd	$____.___	_____	3rd	$____.___
4th	$____.___	_____	4th	$____.___
5th	$____.___	_____	5th	$____.___
6th	$____.___	_____	6th	$____.___
7th	$____.___	_____	7th	$____.___
tot.	$____.___	_____	tot.	$____.___